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**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN**

**CARRERA DE LENGUA Y LITERATURA INGLESA**

**THE ENHANCEMENT OF “LA INMACULADA” SENIOR HIGH SCHOOL  
STUDENTS’ WRITING SKILL THROUGH THE USE OF LEARNING ACTIVITIES  
DIRECTED BY TASK-BASED LANGUAGE TEACHING (TBLT).**

**Trabajo de titulación previo a la obtención  
del Título de Licenciada en Ciencias  
de la Educación en Lengua y Literatura  
Inglesa.**

**Autoras:**

***Verónica Alexandra Colcha Caldas***

***Cindy Elizabeth Espinoza Torres***

**Tutor:**

***Mgst. Jean-Paul Jara Villacreces***

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## Resumen

La Unidad Educativa Fiscal Mixta Central la Inmaculada fue creada el 25 de Agosto de 2008, con el fin de brindar una educación de excelencia a la ciudadanía cuencana. La presente investigación intenta demostrar que a través de un método interactivo de estudio la comunidad educativa pueda ser parte de un proceso innovador de enseñanza-aprendizaje en el área de Inglés. El método de enseñanza es el “*Lenguaje Basado en Tareas*”, cuyo acrónimo en Inglés es “TBLT”, este involucra un estilo de enseñanza donde el estudiante está en el centro del aprendizaje y el maestro un moderador del proceso. En la fase inicial (observación), antes de la aplicación del método, se elaboró planes de clase para el grupo intervenido. Para desarrollar dichos planes, se tomó en consideración que el contenido y las actividades respondan a la realidad de los estudiantes. Después de la intervención, los investigadores procedieron a analizar los datos obtenidos y presentarlos mediante tablas y gráficos. El uso del lenguaje de acuerdo a situaciones reales de los estudiantes refleja el mayor logro de trabajar con el método aplicado. Gracias al estudio realizado, las autoras de este trabajo constatan el favorable impacto que trae consigo el involucrar a un grupo de estudiantes en un método de aprendizaje donde ellos construyen su conocimiento con ayuda del maestro.

Palabras claves: Método de Aprendizaje basado en Tareas, Escritura.



### **Abstract**

The Unidad Educativa Fiscal Mixta Central la Inmaculada was created on August 25th of 2008, with the purpose of offering an education of excellence to the citizens of Cuenca. The current investigation intends to demonstrate that through an interactive method of study, the educational community could be part of an innovative teaching and learning process in the field of English. The teaching method is “Task-Based Language Teaching” which acronym is “TBLT”, it involves a teaching method where the student is at the core of the learning process and the teacher is a moderator of the process. For the control group, observations were done in the initial phase and then the application of the method. As for the treatment group, the researchers prepared regular lesson plans. In order to develop the mentioned lesson plans, it was considered that the content and the activities match with the students’ reality for both groups. After the treatment, the researchers proceeded to analyze the obtained data and to present them through tables and graphs. The use of the language according to the students’ real situations reflects the main achievement of working with the applied method. Thanks to the study conducted, the authors of this paper have seen the positive impact it brings to involve a group of students with a new learning method where they construct their knowledge with the teacher’s guidance.

**Keywords:** Task-based Teaching Method, Writing.



## Table of Contents

Resumen .....	2
Abstract .....	3
Table of Contents .....	4
Charts.....	6
Graphs .....	8
Appendices.....	9
Dedication .....	14
Dedication .....	15
Acknowledgement .....	16
Introduction.....	17
CHAPTER I .....	19
1.1 Topic .....	19
1.2 Description of the Problem .....	19
1.2.1 Contextualization .....	19
1.3 Main Problem .....	20
1.3.1 Causes.....	20
1.3.1.1 Cause Description .....	20
1.3.2 Effects.....	22
1.3.2.1 Effect Description .....	22
1.4 Critical Analysis.....	24
1.4.1 Prognosis.....	25
1.4.2 Research Question .....	25
1.5 Justification .....	25
1.6 Objectives .....	26
1.6.1 General Objective .....	26
1.6.2 Specific Objectives.....	26
CHAPTER II .....	28
2.1 Research History.....	28



2.2 Basis .....	28
2.2.1 Philosophical Basis .....	28
2.2.2 Educational Psychology Basis .....	29
2.2.3 Sociological Basis .....	29
2.3 Basic Categories .....	30
2.3.1 Pedagogical Model .....	30
2.3.1.1 Constructivism .....	31
2.3.1.2 Constructivism in the classroom .....	35
2.3.2 Teaching Method .....	37
2.3.2.1 Communicative Language Teaching (CLT) .....	37
2.3.2.1.1 CLT and TBLT Principles .....	38
2.3.3 Task Based Language Teaching (TBLT) .....	40
2.3.3.1 Conceptualization .....	40
2.3.3.2 Why TBLT?.....	41
2.3.4 Application of Tasks Using TBLT .....	45
2.3.4.1 Conceptualization .....	45
2.3.4.2 Application of TBLT Phases in the Classroom.....	47
2.3.5 Research studies on TBLT .....	50
CHAPTER III .....	54
3.1 Research Methodology .....	54
3.2 Type of research .....	55
3.3 Participants and Sample .....	55
3.3.1 Location and Purpose of the Study .....	55
3.3.2 Participants .....	55
3.3.3 Selection Criteria.....	56
3.4 Data Collection Techniques .....	56
3.5 Operationalization of Variables .....	60
3.5.1 Indicators .....	61
3.6 Hypothesis .....	62
CHAPTER IV .....	63
4.1 Results - Analysis and Interpretations.....	63



4.2 Writing Self-assessment .....	64
4.3 Pre-test vs. Post-test Comparison.....	67
4.3.1 Hypothesis Test .....	67
4.4 Level of Writing Comparison (Pre-test and Post-test) .....	69
4.5 Process Results of Writing Comparison: Control and Treatment Groups ....	72
4.6 Pre-test and Post-test Results (Treatment Group) .....	76
4.7 Level of Satisfaction .....	77
4.7.1 Satisfaction Survey (Treatment Group).....	78
4.8 Comparative Analysis .....	82
4.9 Final Analysis .....	85
CHAPTER V .....	87
5.1 CONCLUSIONS .....	87
5.2 RECOMMENDATIONS .....	89
Works Cited.....	92
Appendices.....	100

## Charts



Chart 1: Similarities of CLT and TBLT Principles .....	38
Chart 2: Phases of TBLT and examples.....	47
Chart 3: Writing Self-assessment (Treatment & Control Group).....	64
Chart 4: Writing Self-assessment (% of averages Treatment & Control Group)....	64
Chart 5: Level of Writing Comparison (Pre-test and Post-test).....	70
Chart 6: Pre-test and Post-Test.....	76
Chart 7: Question 1 .....	78
Chart 8: Question 2 .....	79
Chart 9: Question 3 .....	79
Chart 10: Question 4 .....	80
Chart 11: Writing Variable .....	82



## Graphs

Graph 1: Assimilation - Constructivism.....	33
Graph 2: Accommodation – Constructivism .....	34
Graph 3: The four stages of cognitive development – Constructivism.....	35
Graph 4: TBLT Phases in the classroom.....	49
Graph 5: Pre-test vs. Post-test Comparison.....	68
Graph 6: Process Results of Writing Comparison: Control and Treatment Groups.....	73
Graph 7: Question 5 .....	81
Graph 8: Summary of Results - Writing Skill .....	85





## Appendices

Appendix 1: Criteria for Evaluating Teacher Performance .....	100
Appendix 2: Writing Self-Assessment Questionnaire .....	101
Appendix 3: Diagnostic Test (3 BGU).....	103
Appendix 4: Pilot Test 1 .....	106
Appendix 5: Pilot Test 2 .....	108
Appendix 6: Pre-Test.....	111
Appendix 7: Post-Test .....	113
Appendix 8: Survey .....	116
Appendix 9: Rubric for the Teachers' interview .....	117
Appendix 10: Writer's Notebook Rubric.....	118
Appendix 11: Class Photographs .....	119



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Cindy Elizabeth Espinoza Torres

C.I: 0705916773



## **Dedication**

I would like to thank God for his never ending grace in this long but satisfactory path of constant learning, and during this meaningful moment of professional training. Also, I would like to thank my beloved parents Fausto and Beatriz, and sister Priscila who were always by my side giving me all the comprehension and love. You have been my strength to accomplish this goal and the support to deal with hard challenges I have lived. I would like to thank my classmate and a great friend, Elizabeth Espinoza. Thank you for sharing with me these years of friendship and this special moment for us. Thanks to all the people – family, teachers, classmates and friends who have cheered me up to build my dreams and make them a reality.

*Verónica Colcha*



## **Dedication**

First of all, I would like to thank God for blessing my life and my goals. I would like to dedicate it to my beloved husband, Danny, who has been with me during this whole process; my parents, Jaime and Flor and my brother, Xavier. They have been my support and inspiration to accomplish this step in my professional life. I also would like to give my gratitude to my dear friend Veronica Colcha who is the person that I have been working with during this project. Finally, I would like to say thanks to all my family, friends and teachers who have helped me along the way.

*Elizabeth Espinoza*



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## *The Authors*





## **Introduction**

During the teaching-learning process it is necessary to engage students into it from their first years of life even more if they are acquiring a foreign language. Due to the fact that they are learning in a place where English is not practice a lot, a certain number of problems or barriers could be presented. Nowadays, global communication demands people to learn more than two languages in order to be competitive in the professional field.

The output skills, writing and speaking, allow expressing the acquired knowledge through the input skills which are reading and listening. The writing skill is a tool which is used in different fields such as professional, educative, social, etc. For this reason, this skill is observed not just as a part of a subject, but as a means of communication.

The writing skill is present in situations which are part of the real environment, it is important to highlight that students should practice this skill based on tasks that involve a real perspective. At the moment students learn the importance of writing, they are accomplishing not only an educative objective, but a purpose of life for the future. This thought is shared by Steve Graham and Dolores Perin in their report about education (3).

Finally, the demands that take part in today's institutions makes students' needs for better education higher. This feature was not observed in the traditional



education, but nowadays with the curricular changes and the educational tendencies it is necessary to start from the classrooms with didactic strategies and methods applied to students' reality.



## CHAPTER I

### THE PROBLEM

#### 1.1 Topic

The Enhancement of “La Inmaculada” Senior High School Students’ Writing Skill Through the Use of Learning Activities Directed by Task-based Language Teaching (TBLT).

#### 1.2 Description of the Problem

##### 1.2.1 Contextualization

In Ecuador, the proper use of the English language has shown signs of deficit. This fact has been reflected through some studies. EF EPI: Índice de Nivel de Inglés, reports that Ecuador is ranked low in reference to the level of English. In Ecuador, students should reach B1.2 level when they finish their high school education. However, the output skills in several institutions are aspects which are not practiced very often, and the practice is essential at the moment of learning a language. This thought is supported by the online book *A Guide to School Certificate ENGLISH*, which says that the written and oral practices are the path where students can master their abilities in compositions (15).

No one knows the causes are that elicit the low efficiency with the use of English. In the whole country this problem has increased and Cuenca is not the exception. Although, English, has been taught for many years, it has not improved.



Now, this is a mandatory subject in high schools but not in elementary schools. The government is worried about this issue, so it has invested in teachers training for incorporating them in public schools and this process will be ready by 2016.

### 1.3 Main Problem

In accordance with the aforementioned idea, it is also notable the low English level in “La Inmaculada” High School. Most of the time, there is not enough time to practice the skills, teachers do not know certain kinds of techniques, or they do not know how to use them in a correct manner.

#### 1.3.1 Causes

- The writing skill does not receive the necessary time of practice.
- Absence of teachers’ interest for developing didactic material.
- English language is not linked with real facts.

##### 1.3.1.1 Cause Description

- **The writing skill does not receive the necessary time of practice:** The main reason for this situation is that teachers focus on following the curriculum (topics) and the grammar structures that are in the books. However, the time for practicing what students have learned (the writings) is very short. Another aspect is that students do not think in English, so they



translate sentences word by word mechanically which in some cases is not very logical. Therefore, according to the researchers' observations, teachers are able to check only a few sentences in a class. Nevertheless, when there are long compositions, it is difficult to check big amounts of students' writings in just one or two hours of classes. Lori Garrett-Hatfield, Ph.D. in Adult Education from the University of Georgia says that the above-mentioned aspects are difficult to overcome but not impossible (5).

- **Absence of teachers' interest for developing didactic material:** Due to the hours that the English subject has in the educational schedule, the material that teachers are supposed to create is not done. The low level of material developed by teachers makes students feel bored and disinterested in the subject. Most of the students are visual learners, so by observing or watching the activities (posters, flash-cards, drawings, pictures, etc.) they assimilate the input knowledge. In accordance with the previous idea, Claudia E. Cornett, Professor at Wittenberg University, says that creativity is an innate feature in all human beings. Thus, teachers' preparation should be meaningful and a must in all English classes (51-53).
- **The English language is not linked with real facts:** It is a challenge to educate learners, and even more difficult if teachers want to educate critical and reflexive students. That is the reason why at the moment students discuss or write about every-day situations, they have difficulty expressing



their opinions. A project developed in Europe called “Lifelong Learning Programme” shows the importance of linking activities of daily life in the classroom to create in students the necessity of using the language in the Task Based Learning. In this way, the principal objective in the process of learning will be the students’ awareness of the situations in real contexts with the use of the written language (4).

### 1.3.2 Effects

- Students do not master the ability of writing.
- The writing skill is not seen as a communicative tool.
- Students prefer to use their mother tongue rather than the foreign language.

#### 1.3.2.1 Effect Description

- **Students do not master the ability of writing:** One of the goals of the task based language learning is to have students working on situations related to their own environment which sometimes does not happen. An idea from the International Journal of English Language Education explains this point, “English proficiency level often cause problems for students because students’ learning style and teachers’ teaching approach do not match and also the English course does not relate to the students’ needs and interests.” This has become a negative aspect during students’ instructions because they do not use the language in a meaningful way. They tend to



repeat what they have acquired in the classroom word by word. As a result, it makes students do not improve their writing ability (Rany 182-183).

- **The writing skill is not seen as a communicative tool:** Since writing is not seen as a communicative tool, the didactic materials teachers are supposed to create do not have a communicative purpose. An article posted on The British Council web page called “Making Writing Communicative”, provides important ideas highlighting the reason why writing is reduced to merely homework, and it is not part of the activities during class. Probably, students use writing only for reproducing some grammatical patterns rather than for creating their own written works. This is critical in some cases, but it could be worked on and improved (5).
- **Students prefer to use their mother tongue rather than the foreign language:** Today, in most of the high schools, English classes are given in Spanish. This sounds unbelievable, but it is true. This situation forces students to use their mother tongue most of the time. According to an article written by Alex Case, a Forum Staff Member, and a Site Contributor at UsingEnglish.com, students use their first language for several reasons. He shares some of these including that students do not feel comfortable using their low level; they want to make sure that they understand what the teacher has said; or they do not know how to express any idea in English. This is probably why students use the foreign language only for repeating



some grammatical models given by the teacher in charge of the class. Thus, students do not educate their senses to understand the input language, and later, it becomes a big problem (4-8-12).

#### **1.4 Critical Analysis**

“La Inmaculada” High School is an institution situated in Cuenca, Ecuador. According to the “Ministerio de Educación,” all institutions should manage a language standard, related with the level of English established by the Common European Framework of Reference for Languages. For this reason, “La Inmaculada” High School seeks to involve students in original events, where the English language is practiced. The institution attempts to fulfill the extra-curricular activities in several events; however, some students cannot take part of these mentioned activities because of extraneous variables such as time, infrastructure, and organization.

Numerous activities have been done in the institution in order to obtain students’ interest, not only in the foreign field, but also in cultural and social aspects. Thus, an active methodology and an integral education are the bases in “La Inmaculada” High School. Although the institution has followed the official curriculum, it has taken into consideration extra-curricular activities to provide students with a meaningful way of learning.





### 1.4.1 Prognosis

The management of active tasks in a real environment is a feature which is not developed in the current curriculum; however, it must be included to achieve competent students in the writing skill of English. If all the English skills are not worked together, students will not be able to master them. Thanks to the activities the institution provides the students, they practice only one of the skills of the foreign language, the speaking ability. Nonetheless, there is a lack of connection of the other skills, mainly the written skill. An article posted on The British Council web page called “Making Writing Communicative” makes emphasis on the mentioned thought because it is essential to connect the writing aspect with the other skills (8).

### 1.4.2 Research Question

To find an acceptable answer to the problem, the following question has been developed:

What effect does a task based on TBLT have on the students' development of the writing skill?

## 1.5 Justification

In accordance with Inés López, a twelfth grade teacher at “La Inmaculada” High School, the institution has never used Task-Based Learning (TBLT) before. For this reason, the researchers may focus on having students working on tasks



based upon the TBLT. This is, the use of writing activities that this research project attempts to develop could improve the students' writing level during their learning process by giving students the opportunity of knowing and using situations of daily-life.

Richards and Rodgers mention that TBLT uses tasks as the main unit for planning and instruction. Language is meaningful, so that learners are engaged in tasks, thus, learning takes place (qtd. in M. Rodríguez-Bonces and J. Rodríguez-Bonces 16). According to the previous idea, TBLT would contribute to make learners enjoy learning through the expression of their ideas in groups; to comment and write compositions about facts in a real context with tasks.

## **1.6 Objectives**

### **1.6.1 General Objective**

- To enhance the writing skill of “La Inmaculada” Senior High School students through the use of TBLT.

### **1.6.2 Specific Objectives**

- To compile bibliographic information about TBLT; therefore, investigate techniques and strategies to apply the aforementioned method.
- Identify the main reasons which cause the students' lack of practice in the writing aspect through the use of some techniques and specific activities in the class.



- To design seven lesson plans based on TBLT and implement them in the EFL classroom.
- To evaluate the effectiveness of the techniques applied for the writing skill development and determine the results.



## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1 Research History

In order to support the application of Task Based Language Teaching (TBLT) the researchers of this study have been looking for information. They have found that in “La Inmaculada” High School it has not been applied. They also have the support from several educational websites related to the study and application of TBLT in a classroom. The mentioned websites will be described in this chapter.

#### 2.2 Basis

##### 2.2.1 Philosophical Basis

The education in Ecuador is a big challenge in which teachers are responsible for the students' development. As a guide, the teacher's role is fundamental because the aim is to achieve the students' self-learning. In the public sector of the country, the level of English is not satisfactory. It brings negative consequences in several fields such as the personal, educational and professional. However, the government is working on it, as the ANDES website indicates. Therefore, the English language once more, provides a wide path of opportunities for everyone (9).

Interactive activities in the teaching-learning process have been a topic of debate. Although, in Ecuador every student has good opportunities to study in the



public system, they do not have all the facilities for doing so. Students cannot access to appropriate materials, but the educational field cannot be the only one held accountable for this lack of equality. There are others such as family core, economic, social and ethnic fields which take part of the teaching learning process.

TBLT in this research will demonstrate a way to compensate the current problems that are happening in most classrooms. Thus, the researchers have found support in the following concept defined by Willis, “The task is a goal-oriented activity in which learners use language to achieve a real outcome. In other words, learners use whatever target language resources they have in order to solve a problem, make a list, do a puzzle, play a game, or share and compare experiences” (53).

### **2.2.2 Educational Psychology Basis**

TBLT has as its basis the Constructivist pedagogical model. This method is linked with the Communicative Language Teaching (CLT) which leads students to use the language for communication. In both cases, the principal goal is the communicative competence. Students will work on situations taken from the real world (Larsen-Freeman and Anderson 115-151).

### **2.2.3 Sociological Basis**

In accordance with Cecilia Vaca Jones, coordinating minister of social development in Ecuador, the State has contributed to various social factors such



as education, housing and health. However, some ancestral groups (natives, montubios and some of African descent) continue living in poverty, as it is indicated in the “ANDES” website. Therefore, education in Ecuador is still in the process of development because not all of the entire population has access to government funded resources (qtd. in Vinueza, 4). The Ecuadorian government works very hard in the aforementioned field, and the millennium schools are a clear example of progress. In reality, all the members of society have the responsibility to improve the educational system.

## **2.3 Basic Categories**

The following basic categories will be explained during the development of the theoretical framework:

- **Pedagogical Model – Constructivism**
- **Teaching Method – CLT**
- **TBLT**
- **Application of Tasks Using TBLT**
- **Research Studies on TBLT**

### **2.3.1 Pedagogical Model**



### 2.3.1.1 Constructivism

“Constructivism is a learning theory found in psychology which explains how people might acquire knowledge and learn. Therefore, it has direct application to education. The theory suggests that humans construct knowledge and meaning from their experiences” (Sydney 1). Having this concept in mind, constructivism could be seen as a path for building knowledge through what students have done. As it has been mentioned above, the goal of TBLT is to make students acquire the foreign language by working with activities which involve real contexts. This pedagogical model –Constructivism, looks for the same results. Here, students are the owners of their knowledge because they construct it, and it is easier for them to remember and use the new input.

This pedagogical model has had important representatives who support the idea of making the student the center in education and sharing their positions from different perspectives. Piaget had the idea that the knowledge is constructed with the interaction between the students and the object. Vygotsky supports the idea that the progress of knowledge happens with the interaction among people in a society. Ausubel said that the construction of knowledge should be meaningful to the person (qtd. in Boudourides 1-41).

If education is taken as the starting point in the construction of knowledge, Ernst von Glasersfeld (and his theory of radical constructivism) is the main leader of this pedagogical model and its impact in a classroom. Ernst von Glasersfeld in



his online book: *An Introduction to Radical Constructivism* says “Radical constructivism, thus, is radical because it breaks with convention and develops a theory of knowledge in which knowledge does not reflect an ‘objective’ ontological reality, but exclusively an ordering and organization of a world constituted by our experience” (5).

Here, Glasersfeld highlights the importance of deleting a past trend in the classroom and starting to realize that learning is acquired in a better way if students look at their own experiences in order to identify and solve problematic situations (5). In this way, teachers should take into consideration that the manner in which one student observes a situation is totally different from another student point of view. Knowledge is constructed from students’ opinions and with the help of the teacher.

Glasersfeld shares the opinions about the idea of constructing knowledge from each individual with Jean Piaget, a known proponent of constructivism. In the same way, Glasersfeld criticizes some of Piaget’s thoughts. “The radical constructivist has relinquished ‘metaphysical realism’ once and for all, and finds himself in full agreement with Piaget, who says: Intelligence organizes the world by organizing itself” (qtd. in Glasersfeld 5).

“Piaget’s theory of cognitive development proposes primarily that humans cannot be given information which they immediately understand and use; instead, humans must construct their own knowledge” (qtd. in Constructivism In Elt 8).

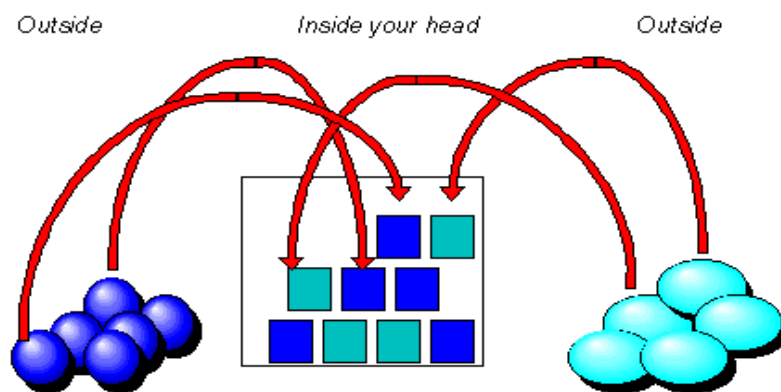


Highlighting Piaget's thought about constructivism, the researchers could add that at the moment students are constructing their knowledge and are making it significant. This happens because they use the language according to their needs and they apply it in their own environment.

Jean Piaget described two processes for his approach to constructivism; namely assimilation and accommodation (qtd. in Constructivism In ELT 4):

- **Assimilation:** A process which occurs at the moment children link their new knowledge to their previous understanding without the necessity of restructuring it.

**Graph 1: Assimilation - Constructivism**



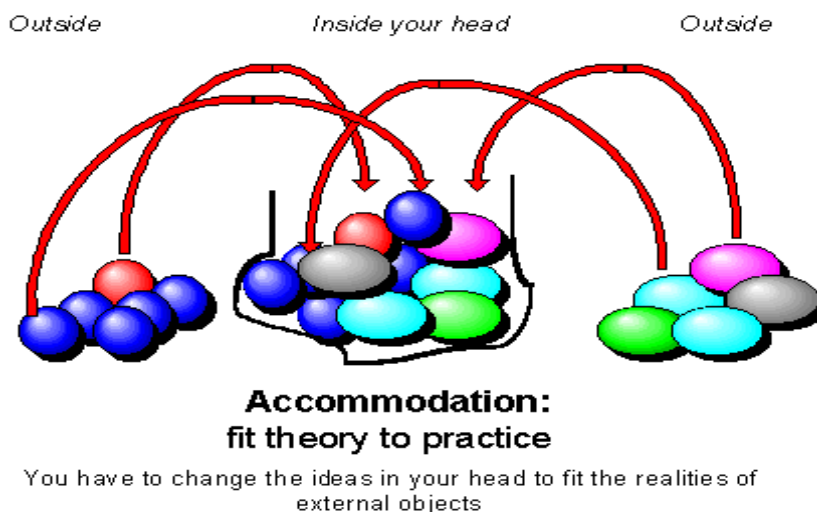
**Assimilation: fit  
practice to theory**

Complex but familiar external objects are simplified to fit pre-existent categories in your head

Source: ELT website

- **Accommodation:** This process is when students have the necessity to accommodate their current schemes to the new input information or knowledge.

### Graph 2: Accommodation – Constructivism



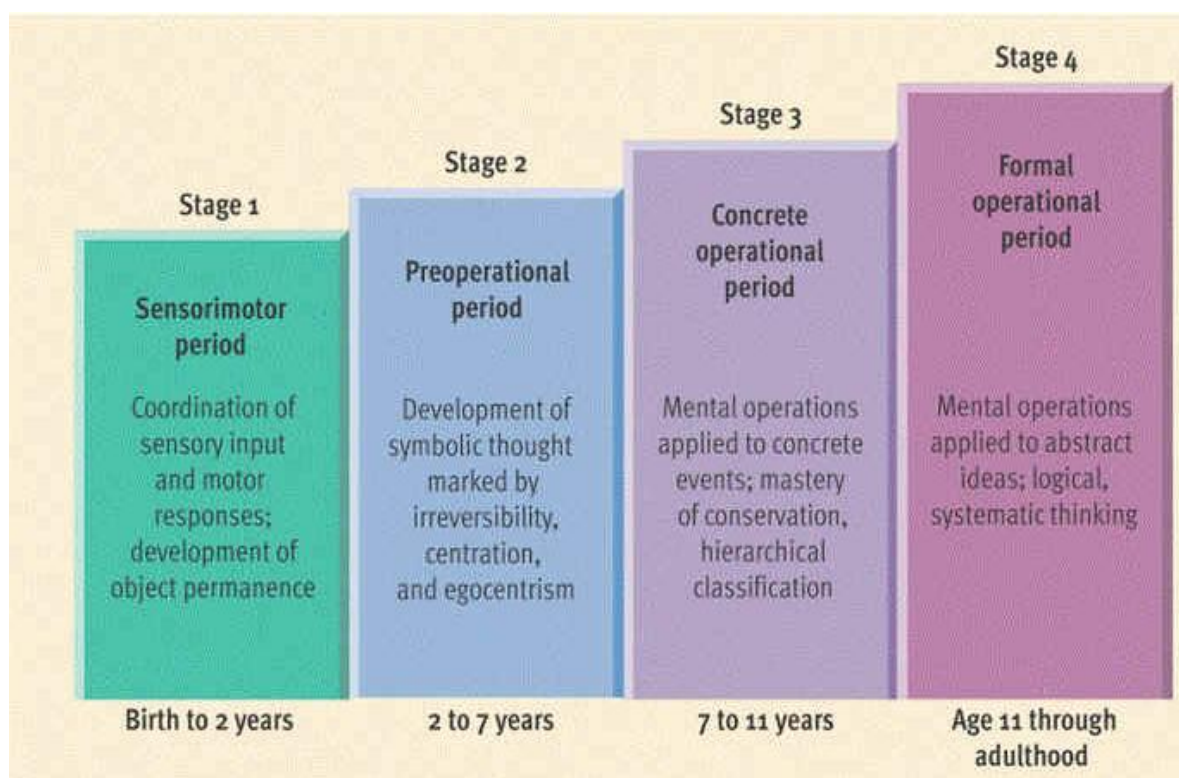
Source: ELT website

The cognitive development explained by Piaget indicates the stages (considered “universal”) that a child follows to construct a pattern of the situations around him. Thus, with each stage, the child feels prepared to continue with his understanding of the world (qtd. in McLeod 38).

Inside the educational path, Piaget proposed an active methodology where students discover the language based on the problematic situations the teachers provide in the class (qtd. in McLeod 47-53).

The four stages proposed by Piaget are described in the following chart from the *Constructivism in ELT* web (2).

**Graph 3: The four stages of cognitive development – Constructivism**



Source: ELT website

### 2.3.1.2 Constructivism in the classroom

Once some pedagogical models have been observed, now it is important to stress the influence that the aforementioned theories have had in the classroom. The *WNET Education* website in one of its workshops highlights what learning is in a constructivist classroom. The following aspects describe how learning based on the constructivism should be (4-20):



- **Constructed**

The connection between students' previous knowledge and students' new knowledge is the basis for the construction of their learning.

- **Active**

Self-learning is encouraged. Students observe, question, analyze and participate in the activities. In this way, students' aims are set by themselves and fulfilled actively with the teacher as the monitor.

- **Reflective**

During students' learning there is always the process of reflection while developing the activities. It helps students to realize their own mistakes and helps them to be responsible for correcting their process of learning. This also creates an environment which is both relaxing and interesting.

- **Collaborative**

Every moment during a class, students must feel highly comfortable while working with their classmates. It reinforces collaboration as a means to solve problems, and in the process, the construction of knowledge.

- **Inquiry-based**

Teachers should motivate students to have a research initiative. The starting point in this process is the setting up of a problem that can and must be solved by the students. They will analyze the situations and look for the solution to that problem.



- **Evolving**

There are moments during the class where students will feel that the knowledge they have does not fit with the new knowledge. However, it is the role of the teacher to show that all information is important and valuable to reconstruct or improve this acquired knowledge.

### **2.3.2 Teaching Method**

#### **2.3.2.1 Communicative Language Teaching (CLT)**

It is observed that TBLT has cohesiveness with the CLT method. Thus, the goal of helping students become communicatively competent learners may be achieved. “Task-based Language Teaching is another example of the ‘strong version’ of the communicative approach, where language is acquired through use. In other words, students acquire the language they need when they have the necessity of it in order to accomplish the tasks that have been set before them” (Larsen-Freeman and Anderson 150).

In this way, in the educational field, CLT provides strategies and some principles related to TBLT and its use of task. Sandra J. Savignon, author of the book *Communicative Language Teaching: Linguistic Theory and Classroom Practice* highlights, “The focus [of CLT] has been the elaboration and implementation of programs and methodologies that promote the development of functional language ability through learners’ participation in communicative events” (4).



### 2.3.2.1.1 CLT and TBLT Principles

These two methods, CLT and TBLT, share some principles for the goal of having students use the language for a communicative purpose. These principles will be posted in the following comparative chart according to Larsen-Freeman and Anderson (122-157):

**Chart 1: Similarities of CLT and TBLT Principles**

<b>CLT AND TBLT PRINCIPLES</b>
<b>SIMILARITIES</b>
<b>Teacher's Goals</b> Having students communicate in the foreign language using language functions.
<b>Teacher's role</b> Teacher is a facilitator and guide during the class. <b>Student's role</b> Students are communicators of the language among themselves.
<b>Teaching the Learning Process (Relevant Characteristics)</b> <ul style="list-style-type: none"><li>• The principal aim during the class is to create a communicative action.</li><li>• The material used during the process is authentic and meaningful.</li></ul>



<p><b>Student-teacher interaction</b></p> <p>Teacher lets students perform the activities by themselves.</p> <p><b>Student-student interaction</b></p> <p>Students work with their classmates actively.</p>
<p><b>Students' feeling</b></p> <p>Students feel motivated during an activity and using the language.</p>
<p><b>Language</b></p> <p>Language is used for achieving linguistic competence.</p> <p><b>Culture</b></p> <p>Culture is involved in the activities performed by the students.</p>
<p><b>Language areas</b></p> <p>The function of the language is stressed.</p> <p><b>Language skills</b></p> <p>The four skills of the language are worked.</p>
<p><b>Evaluation</b></p> <p>Students are evaluated frequently.</p>
<p><b>Students' errors</b></p> <p>Teachers correct students' errors at the end of their performance.</p>

Source: Larsen-Freeman and Anderson



### 2.3.3 Task Based Language Teaching (TBLT)

#### 2.3.3.1 Conceptualization

The *TBLT Organization*, a web page, mentions that “Based on empirical research, TBLT adopts meaning-based, communicative tasks as the central unit for defining language learning needs, determining curriculum goals, designing activity in the (language) classroom, and assessing language competencies” (1). Thus, the connection among all the English abilities with this method should be shown where students focus on the use of language rather than just on structures.

*Alberta University*, in its on-line page, offers a concrete explanation of TBLT, which is as follows, “Task-based learning focuses on the use of authentic language through meaningful tasks such as visiting the doctor or a telephone call. This method encourages meaningful communication and is student-centered” (2). Having this idea in mind, students are the protagonist at the moment of the knowledge’s construction, and in order to fulfill this purpose the writing ability inside this method is the mainstay.

Steve Graham and Dolores Perin say, “Writing well is not just an option for young people—it is a necessity. Along with reading comprehension, the writing skill is a predictor of academic success and a basic requirement for participation in civic life and in the global economy” (3). What they mean is the fact that writing must be mastered for any purpose. Students should realize that the development of the writing skill is a key in order to communicate.





### 2.3.3.2 Why TBLT?

TBLT has been chosen for the advantages that it shows in favor of the process of teaching-learning while centering its attention on the student. This idea is mentioned in an article written by Tim Bowen, a collaborator at the *One Stop English* web page, “the main advantages of TBL are that language is used for a genuine purpose meaning that real communication should take place, and that at the stage where the learners are preparing their report for the whole class, they are forced to consider language form in general rather than concentrating on a single form” (8). This means that students do not use the language only as a matter of structure, but as a tool for communication.

Continuing with the previous idea, it is important to reflect upon the impact of the task during the process; citing the same author, Tim Bowen, he says, “the primary focus of classroom activity is the task and language is the instrument which the students use to complete it” (2). What this author is stating is that the task is the destination which students have and the language is the means for getting there. Thus, if the destination is a concrete fact, the means will follow along a determined path and the purpose will be achieved.

Situations based on problem-solving processes are a key point in TBLT. Students assimilate what they learn in a class through meaningful tasks, although grammatical structures are linked in the process in an implicit and fun way. This idea is observable as one of the characteristics of TBLT. In the *Alberta University*



webpage, “Students are encouraged to use language creatively and spontaneously through tasks and problem solving” (1). Therefore, if teachers create tasks taken from a real context, students will assimilate and focus on the function of the language.

As the webpage of Pázmány Péter from the Catholic University indicates, the connection of tasks in a classroom (in the subject of English) and the pedagogical procedures of the other subjects must exist in order to create good integration in the teaching-learning process. In one of the articles of the aforementioned website, the author Peter Skehan, mentions three basic aims in relation to the application of TBLT from the pedagogical perspective (16-17):

- **Accuracy** at the moment learners acquire the foreign language. Teachers should focus on all the features of the new language such as the way of speaking, the idioms of a specific place, the culture of a specific country, etc. In this way, students assimilate the foreign language as a whole.
- **Complexity/restructuring** of the foreign language as students’ progress in the TBLT. At the beginning of the application of the method, students have some knowledge of the English language; however, with the integration of TBLT, the expectations of the teachers are the students’ improvement and progress in the skills of the new language.
- **Fluency** at the time of expressing the students’ ideas. This is the final objective in the process of studying a foreign language. In TBLT, students



should be communicative learners during the last phase of the task, namely, the post-task. Inside this method, the expression of ideas through a written and interactive form is basic, and in this way, the teacher assesses the students' improvement.

The observed ideas are linked among them and in the pedagogical field, they are fundamental. The process of learning has some stages, and students learn step by step, so TBLT must follow a sequence in the classroom, taking in consideration the needs of the learners –cognitive, psychological and physical aspects (17).

In accordance with the ideas provided by Pázmány Péter from the Catholic University on-line book “Task-Based Language Teaching” takes a theoretical design for TBLT (Kohonen 12):

- Through motivation students become the creators of their knowledge, and teachers are a guide to make students feel comfortable to explore, to expand and to share their ideas.
- Students' decisions and attitudes are very important. Their participation is a tool in a class where collaboration and solidarity are shown, especially when they work in groups.
- The learning process in TBLT is a path where the final result is important but the special point is the procedure and the strategies used to achieve these goals.



As it is mentioned in the Scholarly Research Journal by Tonia Grace Ganta, TBLT has advantages which have an important place in education. The advantages are the following (2763-2765):

- **Task based learning helps learners to interact spontaneously:** In this way, students have the freedom of working with the language resources they already have. Students are not pressed in any stage and they acquire new input as their classmates perform any activity. Another important aspect to mention is that during the performance of the tasks students use the language for communicative purposes.
- **Automaticity:** This advantage is possible at the moment students practice and use the language in real contexts. In this way, they are not working with isolated information rather they are closer to what is happening in their environment which helps them to be confident for using English for communication.
- **Task based learning gives language learners the opportunity to learn vocabulary:** Here, the teachers play a huge role since they are the responsible for giving students good opportunities to get new vocabulary. During the pre-task stage, students are involved in the process of learning new words. Thus, this phase is a good moment for that process. Teachers guide students indirectly, and they make sure that students are acquiring new words. As it can be observed in this phase, the role of the teacher is



more important than the student's. Students need to improve what they are learning by looking for more information in external resources.

- **Provides essential conditions for language learning:** Everybody needs inspiration for working toward any purpose, and learning is not the exception. Since TBLT gives students the opportunity for using language in the real world with others, with this method they have the chance for sharing and acquiring knowledge from others during the practice of the foreign language.
- **Maximizes scope for communication:** Teachers who decide to work with TBLT give students the opportunity for using what they have just acquired and also to link previous knowledge with the new input. In this way, they are not only learning some language structures, but they are using the language in real contexts.
- **Experiential learning:** This advantage gives us the idea that the teaching - learning process is an active one. Here, students are at the center, and they are the main characters during this process. Students can use their personal experiences with the use of the language because it makes them feel more comfortable during a class.

### 2.3.4 Application of Tasks Using TBLT

#### 2.3.4.1 Conceptualization

A task is a classroom process which leads students to manipulate the language while working with others. This process could be attached only if the



participants have an active interaction during it. For the purpose of learning a foreign language, tasks are meaningful tools since students can work with them while using the target language (Lee 32).

According to Prof. Prabhu, a task “is an activity that requires learners to arrive at an outcome from given information through some process of thought, and which allows teachers to control and regulate that process” (qtd. in ELT Chat 1). As it has been mentioned, teachers promote and prepare the task for the students who perform it by following the instructions from the teacher.

A similar interpretation of tasks is given by Skehan, P. who describes tasks as “activities which have meaning as their primary focus. Success in the task is evaluated in terms of the achievement of an outcome, and tasks generally bear some resemblance to real life language use” (qtd. in Fatneva 8). This author gives importance to the task which is considered in TBLT as a fundamental tool for using the language. Tasks give opportunities to students for reproducing in real contexts what they have learned.

Willis, J. suggests that a task is “a goal oriented activity in which learners use language to achieve a real outcome” (qtd. in Fatneva 9). In the same way, and as have stated previous authors, Willis defines tasks as a means by which students can use the language. However, it is important to mention that tasks should be designed according to students’ needs in order to obtain meaningful learning.

### 2.3.4.2 Application of TBLT Phases in the Classroom

The assimilation of the new language inside the classroom marks the progress of the group of students. TBLT involves three important phases in the process of learning. Rod Ellis mentions TBLT and shows a lesson plan (2):

**Chart 2: Phases of TBLT and examples**

Phase	Examples of options
A. Pre-task	<ul style="list-style-type: none"><li>* Framing the activity (e.g. establishing the outcome of the task)</li><li>* Planning time</li><li>* Doing a similar task</li></ul>
B. During task	<ul style="list-style-type: none"><li>* Time pressure</li></ul>
C. Post-task	<ul style="list-style-type: none"><li>* Number of participants</li><li>* Learner report</li><li>* Consciousness-raising</li><li>* Repeat task</li></ul>

A framework for designing task-based lessons

Source: Rod Ellis

There are some variations from phase to phase but the order is basically the same in each lesson. Therefore, an important point is that in which the students' interest is stimulated. Ellis gives a clear explanation of each phase and its critical importance as a sequence (80-93):

- a. Pre-Task:** this is the first stage in the process and the most important moment. The activities that teachers use during this phase will engage students in the topic they are going to review. That is the reason why the time of preparation of tasks is fundamental. It is important to remember that such activities should be as close to real facts (students' real context) as possible.



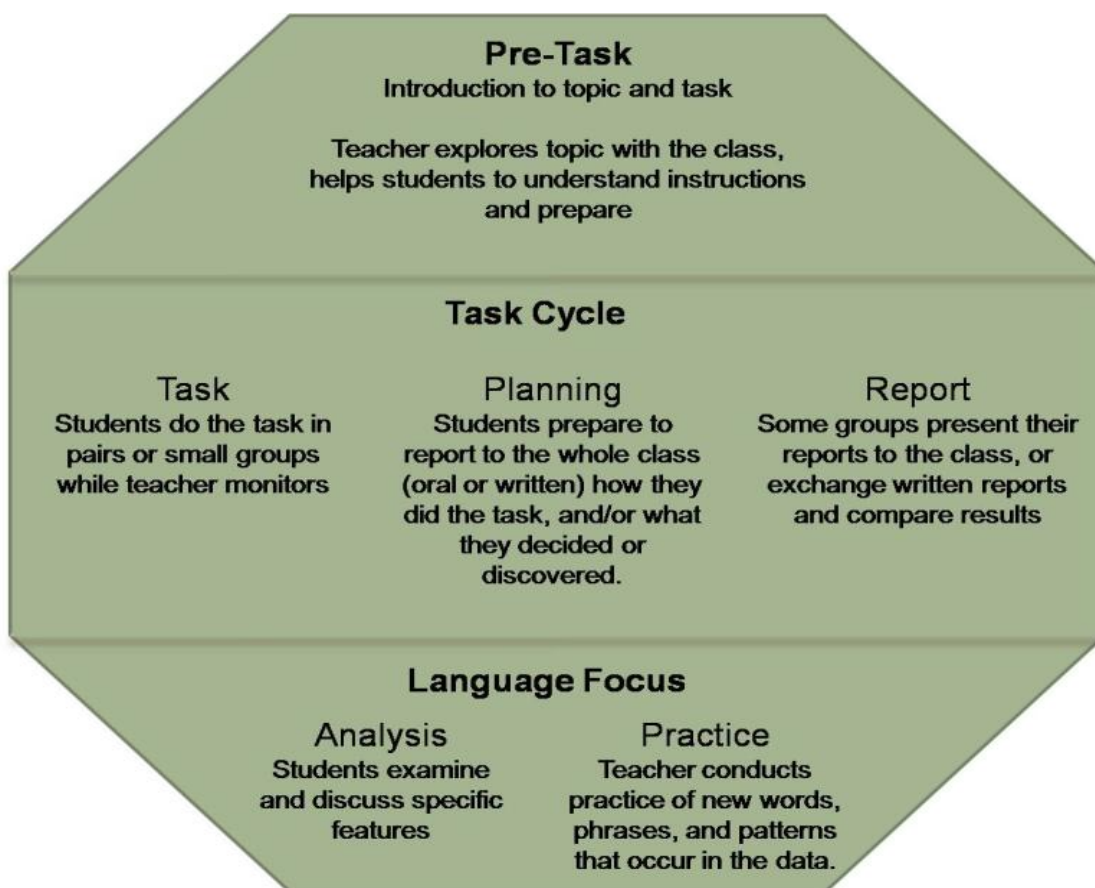
**b. During Task:** in this part of the lesson students are called to develop the interactive activities prepared by the teacher. This is a mandatory point in the lesson because it shows the students' performance of the tasks where students are the protagonists of their own learning and the teacher is the monitor of the tasks.

**c. Post-task:** in this final phase of the lesson, the teacher makes a critical analysis of the students' progress, their mistakes in the language structures, forms and functions. In some cases, a rubric or register is used by the teachers in order to have a better organization of the observations and comments for the students in the class.

The *Leoxicon* website shares ideas and examples of activities based on TBLT in the class. Leo Selivan –teacher, examiner, teacher trainer, senior teacher, materials developer in the British Council (in Tel Aviv, Cyprus and Turkey) and owner of the blog –makes an analysis of TBLT from the point of view of another author. Selivan criticizes the way in which TBLT is linked with the lexical field, and he supports the idea that if this method is applied correctly, it has excellent results (23-25). In order to give a better explanation, the following graph is provided by his personal blog for EFL/ESL teachers:



Graph 4: TBLT Phases in the classroom



Source: Leo Selivan's Blog

*The British Council* web page shares similar ideas about the process of TBLT, and after a comparison made between the Presentation, Practice and Production (PPP) method and TBLT, it highlights several benefits of the TBLT over the PPP conventional method (18-25):

- The language is used under the guidance of the teacher in a relaxed way.

Thus, students feel comfortable using the language all the time, making and being aware of their own mistakes.



- Real-life situations are analyzed by the students and the problem-solving process is present in each activity. Thus, critical thinking is developed by the learners.
- Grammar structures, grammar tenses, vocabulary, expressions, idioms, among other parts of the foreign language are practiced during the lessons through functions of the language while students have fun with active tasks.
- Students feel the necessity of exploring the language; they feel interested in the subject and make decisions to increase their knowledge.
- The way of communication and interaction inside the classroom is not vertical (teacher-student), but horizontal (student-teacher and student-student).
- Motivation and interest are components present during all the stages of the process.

### **2.3.5 Research studies on TBLT**

A study by Fatema Zohra Haque, “Perceptions and Implementation of Task-based Language Teaching among Secondary School EFL Teachers of Bangladesh” shows positive and negative aspects of TBLT. This quantitative study applied a survey to eighty secondary school EFL teachers from thirty institutions in the country of Bangladesh, South Asia. The negative results focus on institutional factors, classroom spaces and teacher development. However, this project indicates that TBLT obtained more positive results than negative ones. Thus, the study was a success for both students and teachers (36-42).



A study developed in Iran, Middle East, by Lida Dadari and Hamid Marashi named “The Impact of Using Task-based Writing on EFL Learners’ Writing Performance and Creativity”, explains the importance of working with a variety of tasks. This study used the phases of TBLT and it was applied to fifty-six female intermediate Iranian EFL students divided into two groups: control and experimental. The results were positive because students improved the writing skill and creativity. This study remarks the value of giving learners freedom for working by themselves in their first written works. It says, “It is very important for writing teachers to utilize different types of tasks [...] and encourage them to be more creative in their writing and write their first draft freely without any concern for formal linguistic features” (2506).

Another study by Miao Hai-yan, also conducted in China, “The Task-based Teaching of Writing to Big Classes in Chinese EFL Setting”, shows that interactive tasks are efficient for working with big classes. This study was empirical and applied to adult Chinese learners in which no exact number of participants was mentioned. The type of study is not described; however, the researchers infer it was quali-quantitative. The numerical results were analyzed from a critical point of view. It proved that the teacher's role is the one of a leader with whom students can negotiate through language activation and language study using arranged tasks according to the students’ needs. Thus, the effectiveness of the use of tasks in big classes was demonstrated giving positive results to this study (68-69).



In the same way, another study by Chen Pei was applied to four teachers and developed in China. It was called “Task-Based Language Teaching in classrooms: A study of Chinese EFL Teachers Practice” and shows the improvements that a big-size class acquired in their foreign language. This study was quali-quantitative which used interviews and classroom observations with an instrument called COLT (Communicative Orientation of Language Teaching). The teachers behaviors were analyzed through a methodology with tasks obtained from to TBLT procedure. The quantitative analysis was based on the collection of the teachers’ personal information such as the years of teaching and the teachers’ age. Thus, the achievement of this study was to demonstrate that the teachers’ affinity to the TBLT could elicit positive results for using it (103-110).

“The Influence of Task Based Learning on the EFL Classroom” was a study by Nazenin Ruso and carried out in the Turkish Republic of Northern Cyprus, Asia and Europe. This study was applied to fifty-five EFL students from two English classrooms, and it used questionnaires, diaries and semi-structured interviews. Thus, this qualitative study described how the process of TBLT gave students good opportunities for using the language in a real environment, and how they participated in the class involving motivation. In the same way, the teachers who participated in this study were observed and advised because the researcher of the mentioned study considered that the motivation is relevant –especially from the teachers. Thus, the results were positive because the learning in class increased with TBLT (13-15).



In the same way, the study “Improving Students’ Writing Ability Using Task-Based Language Teaching (TBLT)” was done in Indonesia by Umi Sholihan. This quali-quantitative study was applied to thirty-three students from the tenth year and the methodology used was through observations, interviews, questionnaires and tests. The author obtained positive results at the end of the process because this study indicates that the class that used TBLT improved their writing skills considerably. It also explains that students certainly progressed in their writing level and also in other aspects of the English language such as vocabulary, syntax and content (187-188).



## CHAPTER III

### METHODOLOGY

#### 3.1 Research Methodology

The quantitative research “involves the collection and analysis of data that is quantifiable. This means that for data to be quantifiable, it must be able to be counted or mathematically calculated (McCallister 3).” For the purpose of the current project this methodology matched with the idea of getting quantifiable information. That is, the researchers looked to obtain data from the results of the activities they had designed for students.

The qualitative research is interested in understanding the meaning people have constructed, that is, how people make sense of their world and the experiences encounter (qtd. in Sage 2). Considering this idea, the researchers of this study express that the qualitative research led them to get information related to how students felt working with Task-Based Language Teaching (TBLT). This helped the researchers to obtain results not only about grades but also about the students’ perspectives concerning the method.

Finally, for the purpose of this study the mixed method research will be used, Johnson and Christensen mention, “Mixed method research is like conducting two mini-studies within one overall research study” (9). The use of these mixed methods could bring appropriate conclusions to the research.



### **3.2 Type of research**

This type of data collection, qualitative and quantitative, allowed the researchers of this study to observe all the features and to integrate them coherently. According to Johnson and Turner, “the fundamental principle of mixed methods research is that multiple kinds of data should be collected with different strategies and methods in ways that reflect complementary strengths and non-overlapping weaknesses” (qtd. in Harwell 151).

The current project was a quali-quantitative research. The quantitative section included the analysis of the scores obtained in the tests applied during the treatment. In the same way, the qualitative section analyzed the obtained results and stated conclusions.

### **3.3 Participants and Sample**

#### **3.3.1 Location and Purpose of the Study**

The research project was aimed at helping “La Inmaculada” Senior High School students to enhance their writing skills. This is a public high school located in the city of Cuenca, Ecuador.

#### **3.3.2 Participants**

The present research had a group of sixty students between the ages of 17 and 18 year old participants. They had an intermediate English level, and also previous knowledge related to the writing skill. Therefore, the length of time was



about seven weeks. As the students had 5 scheduled hours per week, but in reality only 2 or 3 hours were given because there were interruptions during the development of the study; however, the researchers of this project adapted the activities according to the students' schedule.

### **3.3.3 Selection Criteria**

This research had a convenience sample because the researchers worked with twelfth graders due to the fact that the purpose of the research was to prepare students in the writing skill for the next level in their studies, which in this case refers to the university. The researchers had been working with those students during their EFL teaching practicum, meaning that, investigators had access to the targeted research participants. Also, the present project used convenience sampling because the treatment group of students was designated by the English area of the institution as the same of the control group. For the purpose of the study, the researchers divided the sample (sixty-four students) into two groups; the control group (thirty-three students) continued working with the current method and the teacher from the high school; and the treatment group (thirty-one students) was the group which worked with TBLT and the researchers of this study. Both mentioned groups helped the researchers to obtain results after the study.

### **3.4 Data Collection Techniques**

This project included: systematic/structured observations, a self-assessment, a diagnostic test, a pilot test, a pre-test, a post-test, a rubric applied to question 5 for





the pre-test, post-test and moments 1-2, an open-closed survey and an open-closed interview.

The materials given to students during the application of the study were sheets of paper, pencils, pens and templates.

The activities for the treatment group were directed by the researchers of this study, and the activities for the control group were directed by the teacher from the high school. Although the researchers assessed grammar in the tests, the priority was writing, how students wrote the words and sentences and how they expressed their knowledge in a written form. According to the parameters of the evaluation and the curriculum already set in the institution, the researchers included grammar. They could not leave this aside because the grades obtained from the activities directed by the researchers were part of their total grade average.

The researchers used systematic, structured observations in order to know in what way the students were working toward the development of the writing skill and which techniques the teacher was applying for developing it. In order to get this information, the researchers designed a checklist applied in each hour during this phase and there were ten criteria to be evaluated. The time that the observation lasted was three weeks –ten hours in total to the treatment group (See Appendix 1).

A self-assessment test, containing eight questions, was developed in order to make the students create a self-analysis of their learning process about some topics of the English language. The researchers used sheets of paper containing



the evaluation for both groups the treatment and control, and this test was done in forty minutes during the period of class (See Appendix 2).

A diagnostic test, containing seven questions, was applied to the treatment and the control groups in order to know the current state of the students in the English language. The researchers designed and applied the test to both groups. Then, they measured the prior knowledge of the students and also analyzed the weaknesses in this subject to give an appropriate solution during the investigation. The time for this activity was forty minutes of the period of class (See Appendix 3).

A pilot test, with five questions, was designed and applied by the researchers to all the students (treatment and control groups) in the study. Mentioned test was used to get information, to delete and to correct certain questions in order to make them suitable for the students. This test lasted forty minutes for each group during the period of class (See Appendices 4-5).

The researchers used pre-tests and post-tests with five questions in each one (applied to the control and the treatment groups) and the assigned time was forty minutes for each test during different days. The pre-test was used before applying the new method in order to know the writing level of the students. It was applied by the teacher of the class for the control group, and by the researchers in the case of the treatment group. A post-test was used after applying the new method in order to know if there were any changes and/or improvements in the participants of the study. The teacher of the class was in charge of the control group and the researchers applied the post test to the treatment group in forty



minutes to each one. This helped the investigators to measure the results from both groups and to determine if the hypothesis was confirmed or not.

Aforementioned tests were similar and they contained the principal topics according to the unit the students reviewed in their schedule (See Appendices 6-7).

The researchers applied two tasks between the pre-test and the post-test. These tasks were Moment1 (M1) and Moment2 (M2). During M1 the researchers worked with the treatment group in a project and the control group worked on the same task with the help of the teacher from the high school. In order to fulfill these tasks students from both groups spent a week and they used cameras, cardboards, markers, stickers, glue, etc.

A rubric was applied to both groups during four hours of review which was in charge of the researchers. There was one question (number 5) that was evaluated based on a rubric. This rubric used four categories of the original rubric taken from the Scholastic educational website in the section called “Top Teaching” and the categories were useful for the aforementioned evaluation. The researchers of the project modified the chosen rubric and adapted it for the current research requirements (See Appendix 10).

An open-closed survey, with five questions, was used at the end of the process to obtain information from the students related to the applied method. It was applied by the researchers only to the treatment group in forty minutes of the class period. What this means is that, the authors of the present project attempted



to know how the students felt working with the new method, the students' perceptions and points of view (See Appendix 8).

An open-closed interview was applied to two teachers of the English language from "La Inmaculada" High School. The researchers used five questions and the main resource to record the interviews was a video camera. Each interview lasted five to seven minutes approximately for each teacher. The researchers found the teachers' perspectives and points of view about TBLT (See Appendix 9).

Finally, the researchers used photographs in order to have evidence about the process. The photographs were taken at random (with a camera) in different days to both groups according to the set activities in the lesson plans. Also, it is important to mention that those photographs provided a guide for the researchers to see how the students' participated and interacted with their teacher during the research process (See Appendix 11).

### **3.5 Operationalization of Variables**

The Oxford English Dictionary defines the word "writing" as follows: "Written work, especially with regard to its style or quality." Writing was the way of expressing what students learned in the classroom during the study. This output skill was used as a tool in order to obtain information related to the progress of students.

The purpose of developing materials for the writing skill through TBLT was to have students learn it through communicative activities (real context).



### 3.5.1 Indicators

According to the “National Curriculum Specifications” from Ministerio de Educación del Ecuador (25), the following information shows the indicators for writing in eleventh graders.

- Write short words that are in their vocabulary with reasonable phonetic accuracy (but not necessarily full standard spelling).
- Write longer descriptions about their family, living conditions, and educational background.
- Write a series of follow-up questions for an interview with the aid of a dictionary.
- Write short definitions for people, things, places, etc. by indicating their features or use.
- Write short descriptions of events, past activities and personal experiences.
- Write short, simple formal letters and imaginary biographies.

In accordance to the indicators provided by the Ministerio de Educación del Ecuador, the researchers focused on materials which contained and were related to this information. Interactive activities were created based on the content of the current curriculum. Also, the materials were collected according to the students' level and needs.



### **3.6 Hypothesis**

The use of learning activities directed by the Task-Based Language Teaching resources will enhance the writing skill of “La Inmaculada” Senior High School students.



## CHAPTER IV

### RESULTS

#### ANALYSIS AND INTERPRETATION

##### 4.1 Results - Analysis and Interpretations

Diagnosis is a tool which is relevant and important at the beginning of any investigation –in this case, for the teaching of English. It gave the researchers information related to the students' current level of English. The present project was focused on the use of Task-Based Language Teaching (TBLT). This method intended to help students improve their writing skills by using it in real situations

The grammatical aspect was necessary to review during the classes and the researchers had to include some questions related to grammar in the tests (pre-test and post-test). This was important because in order to write paragraphs and compositions it is strictly required to have knowledge about the use of the subjects, verbs, nouns, articles, adjectives and other parts of the sentence. With this acquired knowledge students' writings were assessed during the moments of the research.

A post-test was necessary to measure the situation after the application of TBLT. The results of the whole process in the treatment and control groups are presented in comparative charts, pie charts and bar charts.



## 4.2 Writing Self-assessment

The researchers applied a self-assessment test based on the level of knowledge that the students had in their writing and grammar skills. This test was applied only at the beginning of the process.

**Chart 3: Writing Self-assessment (Treatment & Control Group)**

QUESTION	Group	B	E	I	HI	A
Can you write sentences using simple present?	G1	0,00	6,45	25,81	54,84	12,90
	G2	0,00	3,03	39,39	42,42	15,15
Can you write sentences using simple past?	G1	0,00	16,13	61,29	22,58	0,00
	G2	0,00	24,24	51,52	24,24	0,00
Can you write sentences using the future tense?	G1	3,23	25,81	35,48	35,48	0,00
	G2	3,03	36,36	57,58	3,03	0,00
Can you write sentences using the progressive tenses?	G1	0,00	16,13	58,06	19,35	6,45
	G2	0,00	18,18	54,55	27,27	0,00
Can you write sentences using the perfect tenses?	G1	12,90	70,97	16,13	0,00	0,00
	G2	42,42	51,52	6,06	0,00	0,00
Can you write a paragraph from 3 to 5 lines?	G1	3,23	29,03	41,94	22,58	3,23
	G2	9,09	42,42	36,36	12,12	0,00
Can you write a paragraph from 6 to 10 lines?	G1	35,48	32,26	29,03	3,23	0,00
	G2	39,39	45,45	12,12	3,03	0,00
Can you write a paragraph from 10 lines or more?	G1	48,39	41,94	9,68	0,00	0,00
	G2	57,58	33,33	9,09	0,00	0,00

**Note:** B: beginner, E: elementary, I: intermediate, HI: high intermediate, A: advanced

Source: Colcha - Espinoza

**Chart 4: Writing Self-assessment (% of averages Treatment & Control Group)**

Questions	AVERAGE G1	AVERAGE G2
Can you write sentences using simple present?	75	74
Can you write sentences using simple past?	61	60
Can you write sentences using the future tense?	61	52
Can you write sentences using the progressive tenses?	63	62
Can you write sentences using the perfect tenses?	41	33
Can you write a paragraph from 3 to 5 lines?	59	50
Can you write a paragraph from 6 to 10 lines?	40	36
Can you write a paragraph from 10 lines or more?	32	30
Total	54	50

Source: Colcha - Espinoza





Considering the average results of G1 and G2 (treatment group G1 and control group G2), the highest percentages were focused on the High Intermediate and Advanced scales related to the writing of sentences using the simple present, simple past, future tense and progressive tenses. G1 and G2 showed that the easiest category for students was the construction of paragraphs using the simple present. These percentages are 75% and 74% respectively, followed by the simple past, future and progressive tenses with a percentage superior to 50%. Researchers consider this happened because students knew certain grammatical patterns from their previous studies, so they tended to replace the known information.

Nevertheless, the result related to the writing using the perfect tense in most cases shows that the students chose the Beginner and Elementary options with a percentage of 41% for G1 and 33% for G2. In this case, the perfect tenses were not practiced deeply, and as the structure contained more elements (advanced grammar) they had more difficulties with it. Thus, besides knowing the components of a sentence, students should have known the use according to certain situations and the difference among the simple tenses.

Finally, concerning the category of writing a paragraph from three to five lines long, they obtained a percentage of about 50%. Then, in the writing from six to ten lines, and from ten lines or more, the percentage was below 40%. In this section (writing of paragraphs), students chose the Intermediate, Elementary or



Beginner as the complexity increased. That is to say, when the paragraph was bigger the students felt less capable. From the researchers' points of view, students chose these categories because writing sentences was easier than writing paragraphs according to them. Namely, when they wrote sentences as was mentioned before, they only replaced information, but to write paragraphs they had to know more about grammar. It means that they showed difficulty to connect the elements of the language in order to create a coherent written work.

A similar situation happened with the questions in the G2, which had the Intermediate and High Intermediate levels for the values related to the writing section using simple present, simple past, future and progressive tenses. The students of this group (medium level) had a propensity to increase their level. It happened because the students felt comfortable using the simple tenses rather than the perfect ones.

However, according to the perfect tense category, the situation was the opposite of the named categories because most of the students considered that their level was Elementary or Beginner.

The investigators assumed the students did not have an advanced study of these tenses, so students considered their levels as Elementary and Beginner. With regards to writing from five to ten lines or more, the selected options of response varied from Intermediate to Elementary and to Beginner respectively.



Thus, the students felt that as the paragraphs became bigger they had more difficulty with the connection of ideas.

According to the observed results in both groups, the researchers found that students had low levels in writing when they followed established models of grammatical rules given by the teachers or in the book; but, when they were working on free written works, the researchers noticed an improvement in their paragraphs.

### **4.3 Pre-test vs. Post-test Comparison**

#### **4.3.1 Hypothesis Test**

A statistical test (*U de Mann Whitney*) was used to compare the differences in the two groups, G1 and G2. A *p value* (sig. bilateral) was included to prove the hypothesis in which the selected value was 0.05. Then, a *null hypothesis* (G1 and G2 are equal) was verified if the *p value* (sig. bilateral) was more than 0.05 and the *alternative hypothesis* (G1 and G2 are different) was verified if the *p value* (sig. bilateral) was less than 0.05.

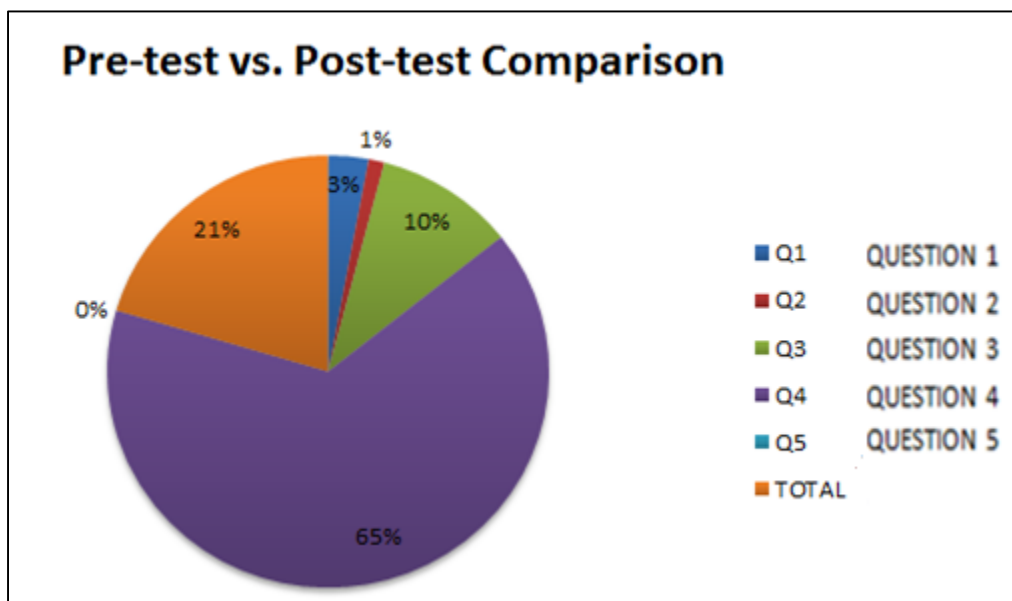
#### **Null Hypothesis**

There are no significant differences between G1 and G2.

#### **Alternative Hypothesis**

There are significant differences between G1 and G2.

**Graph 5: Pre-test vs. Post-test Comparison**



Source: Colcha - Espinoza

Related to the five formulated questions, the comparison between G1 and G2 shows that the null hypothesis of equality refers to questions 3, 4 and the general total. In these questions students had to choose among different options and to complete missing information. The results obtained from these questions are almost the same with the previous ones, which means that students had similar levels. In this case, students did not create paragraphs, but they only gave the answers from given information. Thus, the null hypothesis was confirmed.

In questions 1, 2 and 5 it is observed important differences in both groups. In these cases, the null hypothesis was rejected and the alternative hypothesis was accepted (which said that G1 and G2 were different). Specifically, in question 1, students from G2 had an increase of 32% while students from G1 showed 15%. In order to answer this part of the test students had clues, so it made them to be more



aware of their mistakes in the pre-test, and to pay attention to the details during the post-test to give a better answer.

In question 5 the situation turned in favor of G1 because students improved 21%, but the G2 showed a decrease in their capacity of response at 31%. The results obtained from this question show positive effects with the applied method. Students' degree from G1 was higher because the researchers focused their attention on teaching the students how to create free writings. Thus, the purpose of the study was accomplished because the students who worked with TBLT improved their capacity of writing correctly and in a relaxed way. On the other hand, G2, those who worked with the teacher from the high school, showed a decrease in this section.

Negative results were obtained for both groups in question 2 which happened because students still had difficulties working on perfect tenses as it was mentioned during the analysis of the self-assessment test.

#### **4.4 Level of Writing Comparison (Pre-test and Post-test)**

This study was developed with a pre-test as the first step. The pre-test provided information which was compared with the post-test at the end of the investigation. The participants were a group of students from high school (twelfth graders), so the content was elaborated in accordance to the students' level, needs of the subject and the institutional demands. The questions used in the pre-test were evaluated without a rubric because they were questions about the structure



and grammar of the unit. However, there was one question that was evaluated based on a rubric. This rubric was taken from the Scholastic educational website in the section called “Top Teaching” and the categories were useful for the aforementioned evaluation. The researchers of the project modified the chosen rubric and adapted it for the current research requirements (See Appendix 10). The categories were as follows:

- Quality
- Quantity
- Neatness
- Spelling and Punctuation

**Chart 5: Level of Writing Comparison (Pre-test and Post-test)**

PRE- POST- RUBRIC	Group	N	Pre-test		Post-test		Difference		U de Mann- Whitney	Sig. (bilateral)
			%	S.D.	%	S.D.	%	S.D.		
Quality	G1	31	53	39	77	32	24	48	181,0	0,000*
	G2	33	66	37	33	30	-33	38		
	Total	64	60	38	55	38	-5	52		
Quantity	G1	31	63	38	83	24	20	45	252,0	0,000*
	G2	33	69	37	46	34	-23	42		
	Total	64	66	38	64	35	-2	48		
Neatness	G1	31	54	38	83	30	29	44	193,0	0,000*
	G2	33	59	38	35	29	-23	37		
	Total	64	56	38	58	38	2	48		
Spelling And Punctuation	G1	31	51	40	66	32	15	50,2	199,5	0,000*
	G2	33	60	40	22	22	-38	34,6		
	Total	64	56	40	43	35	-12	50,2		
Total	G1	31	55	38	75	28	21	45	182,0	0,000*
	G2	33	63	34	32	25	-31	30		
	Total	64	59	36	53	34	-6	46		

\*Significative difference between G1 y G2 in the pre-test and post-test

Source: Colcha - Espinoza



In the rubric results, an improvement was obtained and the null hypothesis in all cases was rejected. The alternative hypothesis was accepted which showed a difference between G1 and G2.

Thus, in the *Quality* category the improvement was 24% in G1, whereas in G2 there was a decrease of 33%. Referring to this category, the investigators could say that G1 got better results because students created coherent paragraphs rather than only isolated sentences. Students did not write perfect paragraphs, but the quality of their work was observed.

According to the *Quantity* category, in G1 there was a 20% of improvement while in G2 there was a negative result of 23%. At this point, G1 showed favorable results because they tried to write as much as they could. During the pre-test, both groups wrote a lot but with many mistakes. However, in the post-test phase, they wrote enough information to answer the question. During this process students were able to understand that quantity is important in a paragraph when there is also quality in the work.

In the *Neatness* category it was observed that G1 progressed to 29%, while G2 decreased to 22%. The treatment group did a good job because they were not only interested in giving an answer, but they took their time to give a coherent and good paragraph. Students used very little liquid paper and they wrote such that the researchers could understand what they had written.



In the *Spelling and Punctuation* category there was a 15% of improvement in G1, but in G2 there was a negative value of 38%. As it was observed in the results, G1 obtained a notable progress in the composition of paragraphs.

Students did not have a lot of mistakes to achieve a correct construction of paragraphs because they used vocabulary they already knew linked with the new input. The decision of working with what they knew helped students to improve their written works. The researchers could find that students had more punctuation mistakes than spelling ones. Therefore, they had the option to use known vocabulary.

In this way, during the pre-test and post-test, G1 can be seen with significant progress in relation to G2. These results reflect a positive link of using TBLT in a classroom.

#### **4.5 Process Results of Writing Comparison: Control and Treatment Groups**

The writing skill was developed during this investigation and the activities (tasks) which the students worked on were based on a template of a test. This template was used in the pre-test and the post-test. The activities were exposed as tasks and the result of the analysis is shared in the following graph:

#### **Null Hypothesis:**

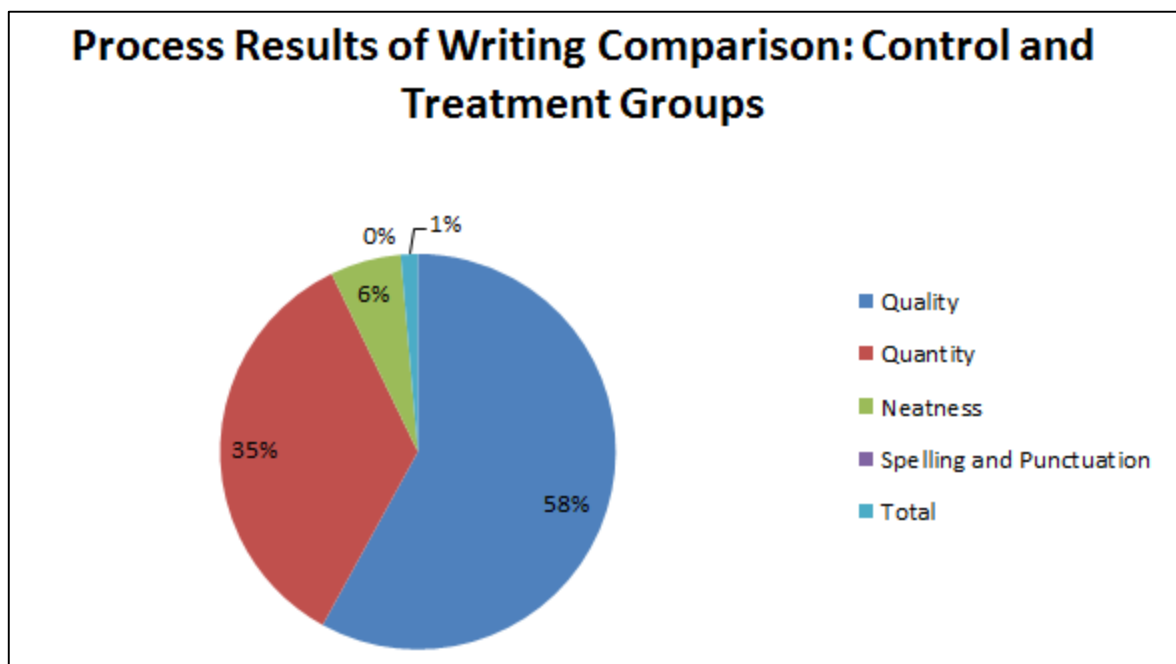
There are no relevant differences between G1 and G2.



**Alternative Hypothesis:**

There are relevant differences between G1 and G2.

**Graph 6: Process Results of Writing Comparison: Control and Treatment Groups**



Source: Colcha - Espinoza

In reference to the results of activities developed in the writing process, from Moment1 (M1) to Moment2 (M2), the null hypothesis was confirmed in these two groups for the *Quality* and *Quantity* categories.

According to the *Quality* category, G1 tended to decrease from M1 to M2. In M1 which was the project, students created compositions with few mistakes because their answers were related to a set of questions provided by the teachers.



However, during M2, students were called to create paragraphs, with certain indications but from their creativity. In the case of G2, the *Quality* category was excellent during M1. Students from this group felt really comfortable with the project because during previous years, their teacher worked most of the time with projects. Nevertheless, their performance decreased due to a similar reason as G1; students had to develop their writings on their own.

About the *Quantity* category, there was an increase of values from M1 to M2 in both groups, and the reason for this situation was that the teachers in the treatment group made students develop several brainstorming activities, which was a successful strategy and well received by the students before the creation of the writings. Thus, G1 progressed in this category because students composed larger paragraphs than at the beginning of the process. The same situation happened with G2 as the teacher from the high school commented a progress in the *Quantity* category with the investigators.

In the *Neatness, Spelling and Punctuation* categories and also the average, the alternative hypothesis was verified and the null hypothesis was declined. In this way, in the *Neatness* category, G1 obtained an improvement of 5% while G2 improved 18 %.

Both groups enhanced their ways of presentation of writings from M1 to M2. In the case of the group which was intervened, the researchers explained to the students that the cleanliness of an assignment is essential in any project (and also



any subject). Thus, the use of liquid paper, mistakes, etc. was almost deleted at the end of the process (in the post-test). It created a thought of elegance in the work of the students, at the moment of delivering their writings. G2 experienced a progress in this category because the teacher worked also on the presentation and aesthetics of the writings. However, mentioned progress was not excellent (100%) because according to the teacher of this group, the presentation of certain assignments was not good.

Meanwhile, *Spelling and Punctuation* categories showed a positive enhancement in G1 with 11 % while G2 moved back to 19.25 %. This category in G1 improved considerably from M1 to M2. Apart from the different styles of writings, students also practiced new and known vocabulary all the time in the application of the method. It was really helpful for them because at the moment of writing the free compositions they felt comfortable using the new words at the end of the process. In the case of G2, students were very mechanical at the moment of writing a composition in M2, and most of them used the same basic vocabulary as in M1. This situation also happened because the teacher practiced vocabulary only at the beginning of the unit (a few words) and not during the whole unit.

Finally, the general average showed that G1 progressed 9.2 % while G2 just 0.3%. These percentages clearly show that during the two moments of the application, G1 enhanced considerably in all the categories. Students showed interest in the new method and they accepted and practiced it actively. Students



from G2 also progressed. However, they tended to repeat the same grammatical patterns, to memorize information, and to work in the same manner that they learned English in their previous years.

#### 4.6 Pre-test and Post-test Results (Treatment Group)

For the purpose of having a better understanding of the achievement in the writing skill the following chart will show a difference between the pre-test and post-test. The categories, average and standard deviation are also shown.

The aforementioned rubric was the instrument used by the researchers for the pre-test and post-test.

**Chart 6: Pre-test and Post-Test**

Categories	Pre-test	Post-test	Difference
Quality	53	77	24
Quantity	63	83	20
Neatness	54	83	29
Spelling and Punctuation	55	66	15
Average	55	75	21
Standard Deviation	38	28	45

Source: Colcha - Espinoza

As it is observed in the chart above the average corresponding to G1 had an improvement of 21%. This increase was possible for the results obtained in the Neatness category, followed by the Quality. It could be due to the fact that students were aware about the importance of quality in a written work of any subject. They



also improved the way they present their writings. The researchers infer students took their time to write a neat assignment because it demonstrates that they were aware in what they were learning.

The *Quantity* category had a lower increase, but it also was a contribution in their improvement. Even though the treatment group wrote longer paragraphs in their tests, they did this with coherence. The researchers could realize that students use more words in the case of the post-test than in the pre-test; however, their paragraphs had more sense and a better use of grammar.

Finally, there is the *Spelling and Punctuation* category which had an increase of 15%. Considering this with the rest of categories it was the lowest, but it demonstrates that the idea of including grammar in the project had favorable results. The researchers found that students were conscious in relation to the vocabulary used in their paragraphs. Students included already known words which was helpful because in this way their spelling was better. Punctuation also was improved due to the fact they wrote integrated sentences, but not long ones to avoid run-on sentences.

#### **4.7 Level of Satisfaction**

A survey was applied to the students at the end of the process of the investigation because the researchers wanted to know the students' points of view and feelings. This survey was designed only for the treatment group of students.



Thus, at the end of the analysis the results of the survey were done for each question:

#### 4.7.1 Satisfaction Survey (Treatment Group)

**Chart 7: Question 1**

GROUP 1 SURVEY			
Q1	B	E	S
How did you feel working with the new method?		26	5
Total Average 100		83,87	16,13

B: Bored E: Excited S: Same as previous

Source: Colcha - Espinoza

As it is shown in the chart above, students were asked about how they felt working with TBLT. The highest results present that they were excited during the intervention. The researchers could say that students felt that way because it was new for them and different from the current methods which they were working with. An important fact to highlight is that nobody felt bored.



**Chart 8: Question 2**

GROUP 1 SURVEY					
Q2	0%	25%	50%	75%	100%
Mark with an X on the percent you consider you have learned?		2	16	10	3
Total Average 100		6,45	51,61	32,26	9,68

Source: Colcha - Espinoza

During the survey, students answered another question related to the percentage of how much they learned. Taking the information from the chart, half of the students considered that they had learned 50% of the subject. This result is important for the researchers because TBLT helped students. Thus, the investigators consider it possible because students had more activities and material to do during the English class.

**Chart 9: Question 3**

GROUP 1 SURVEY					
Q3	1	2	3	4	5
Mark with an X from 1 to 5 which was your experience working on the materials provided by the new teachers.			13	12	6
Total Average 100			41,94	38,71	19,35

1 poor 2 regular 3 good 4 very good 5 excellent

Source: Colcha - Espinoza

It was important to know the students' experiences with the materials provided by the researchers. In this point, there is a close difference between good



(3) and very good (4). The researchers assumed that the students felt comfortable working with the materials even when those were new for them.

**Chart 10: Question 4**

GROUP 1 SURVEY		
Q4	G	B
How was your experience working with the new teachers? Was it good or bad?	30	1
Total Average 100	96,77	3,23

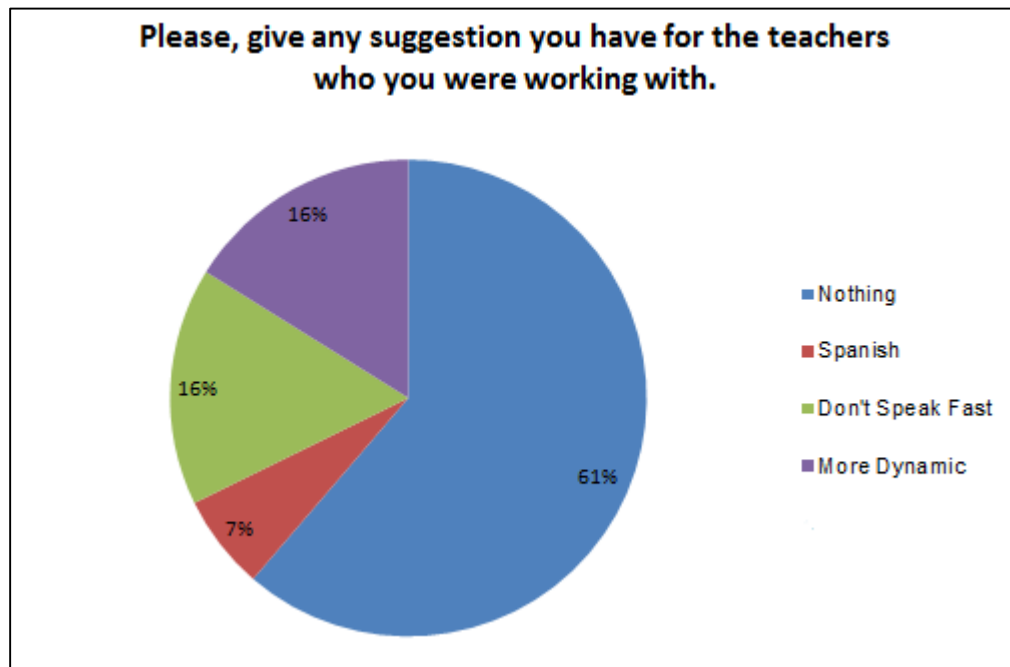
G: Good B: Bad

Source: Colcha - Espinoza

An important result is seen in the chart above, it shows how students considered their experience working with the new teachers (the researchers). Almost all the students considered it was good, only one of them considered it was bad. The researchers felt glad to find these results; it means they did a good job with the students.



Graph 7: Question 5



Source: Colcha - Espinoza

Finally, students were asked to share any suggestions they may had for the researchers they worked with. The majority of the students said that they did not have any suggestions. However, some of the students suggested not to speak too fast, to use more dynamic material, and to use Spanish. This was because the researchers tried to use English as much as possible during the intervention, and they forced the students to do the same.

## 4.8 Comparative Analysis

Chart 11: Writing Variable

Categories	Groups	Pre-test	M1	M2	Post-test
Quality	G1	53,39	74,19	90,32	77,42
	G2	65,45	65,15	87,12	33,18
Quantity	G1	62,58	100,00	100,00	83,06
	G2	70	100,00	100,00	45,91
Neatness	G1	54,03	98,39	100,00	82,58
	G2	58,64	72,73	90,91	35,45
Spelling and Punctuation	G1	51,29	62,42	75,00	66,37
	G2	59,77	61,36	42,12	21,89

\*.M.1: Moment 1 - .M.2: Moment 2

Source: Colcha - Espinoza

As it is shown in the chart above, the *Quantity* category is highest during M1 and M2. If this category (*Quantity*) is compared in the pre-test and the post-test, there is an increase of values in G1 and a decrease in G2.

A deep analysis was done in order to identify the differences of values in each category and group:

### - Quality

During the pre-test, G2 presented a higher value 65.45% than G1 with 53.39% in this category. It happened because students from G2 presented a better use of the language (coherence and cohesion) than G1. In M1 and M2, G1 presented an increase of values due to the fact that researchers focused their work on the practice of grammar rules and writing. Thus, an improvement is clearly shown in the post-test, where G1 showed 77.42% in comparison with G2 which had 33.18%.



The researchers realized that students from G1 improved their free writing because students learned how to create paragraphs and not only to follow a set model.

#### - **Quantity**

This category has the highest results (100%) in both groups during the two moments of the process. However, if we look at the process from the beginning, during the pre-test, G2 showed a higher value (70%) than G1 (62.58%). In the post-test there is a big increase of this category in G1 (83.06%) as compared to G2 with 45.91%. Students in G1 worked during the whole process on the writing of compositions. As it is shown, students from both groups got high results in this category because they tried to write as much as they could. However, it is important to remark that during the post-test, *Quantity* had a decrease due to the fact that students did not only write a lot; but, they wrote short coherent compositions.

#### - **Neatness**

This category involved the exposure and the level of cleaning that the work should had. As it is observed the values from the beginning with the pre-test, G2 presented a higher value at 58.64 % in comparison with G1 which had 54.03%. It is known that during any type of test, there is a limited period of time to finish it. So, in this case, it affected students from both groups to get those percentages. During M1 and M2 both groups presented an increase of values. In the case of G1 changed from 98.39 % to 100% and in G2 from 72.73% to 90.91%. This



improvement was achieved because the researchers worked very hard in the way students should present their compositions and works in general such as projects and homework. Also, the fact that students did not feel under pressure made them to present better compositions.

However, at the end, in the post-test, G2 experienced a decrease of values of 35.45 % because their work had several mistakes. In the case of G1, it obtained 82.58%. This happened because students had a few problems with the presentation and some of them felt insecure about their writing. Nevertheless, most of them did not erase or cross out words as they felt confident about what they were writing.

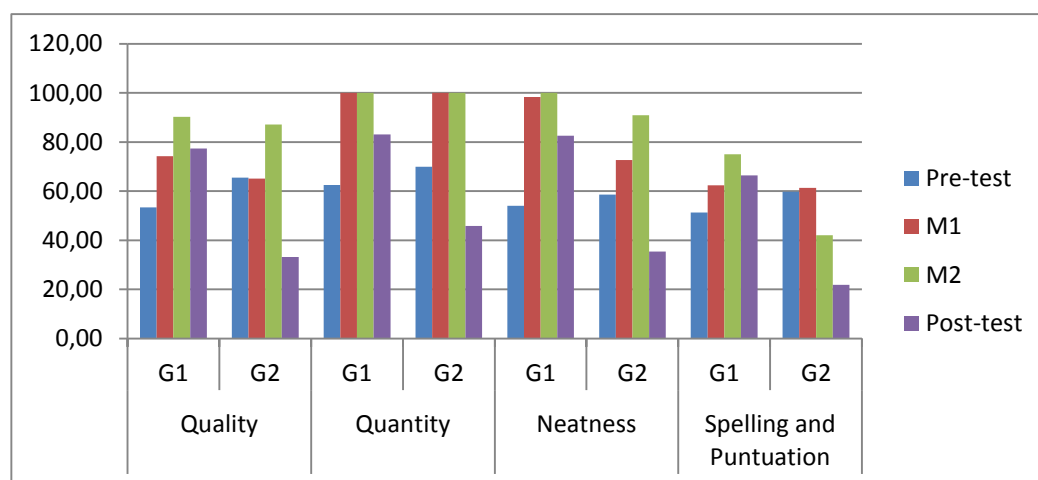
#### **- Spelling and Punctuation**

In this category, both groups started with similar values in the pre-test: G1 had 51.29%, but G2 had 59.77%. Students in both groups had trouble with the spelling of some words. In G1, students increased the value from 62.42% to 75.00%. This happened because during the free writing, students felt secure and they used words they knew with proper punctuation. However, in the G2, students had a decrease from 61.36% to 42.12%. The teacher of the class told the researchers that students from G2 had several punctuation mistakes in their writings. In the case of the post-test, G1 obtained 66.37% and G2 had even a lower value of 21.89%. G1 had a few mistakes in the spelling of some words in the composition, but in general they constructed coherent paragraphs.

## 4.9 Final Analysis

The writing skill was directed to the treatment group and the confirmation of the hypothesis is shown on the following graph during the complete process of the intervention:

**Graph 8: Summary of Results - Writing Skill**



\*M1: Moment 1 - .M2: Moment 2

Source: Colcha - Espinoza

The graph above denotes the best results achieved during the process in M2 for both groups (G1 and G2). It was one step before applying the post-test. Students during this moment of the investigation felt free to use their knowledge: vocabulary, grammar, connection of sentences, coherence, etc. Although, the mistakes or problems that represented to write paragraphs just with a few indications, it was a good way of allowing students to explore their capacities in this skill.



In the case of the categories, the *Quantity* category shows the highest results. This meant that students tried to write as much as they could because for them it was more important than any other category.



## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

The present project tries to contribute to the educational field. For this reason, the researchers will present conclusions and recommendations obtained during the process. The conclusions will be given first and then the recommendations.

#### 5.1 CONCLUSIONS

This investigation was done at “La Inmaculada” High School, this is a public institution located in Cuenca. It is important to mention that it was the first time that Task-based Language Teaching (TBLT) was used there.

After the application of TBLT, the researchers present the following conclusions related to the fulfillment of the hypothesis that have been obtained.

Although the application time of this research was relatively short (one month and three weeks), the students’ predisposition was notable. This interest was verified checking the results. The students that were part of the treatment group of the investigation improved their writing skills in 9.2%. This result is a positive result which shows the effectiveness of the method.

It is important to mention that the use of didactic material entailed the students’ interest within the classes. Thus, during the application of the project students looked excited in reference to the new way of teaching because in their educational



process they were immersed in a traditional style of learning. In “La Inmaculada” High School, each English teacher has three groups of about thirty students, so the preparation of material for the students is not done in an appropriate way; the English book, notebooks and dictionaries become the only three materials that students and teachers use.

In relation to the project, the researchers practiced writing tasks during different moments of the investigation; however, students were not only limited to write paragraphs but to share their real experiences through different ways and practicing the other skills as listening, reading and speaking. So, they were able to feel comfortable even if they made mistakes during the process. In this way, it was possible to evaluate students all the time through solo work, pair- work and, mainly, group work.

An important fact at the end of this procedure is that the researchers were able to verify that students liked the introduced method. They looked interested in the benefits and advantages of working with TBLT same as the teachers. For example, the survey applied to the students and the interviews applied to the teachers showed reliable results about their interest in the method.

The main writing skill that the treatment group improved was the creation of paragraphs during moment 2 (free writing). In that moment students, worked on creating a story. They incorporated new and previous knowledge to accomplish the task. Mentioned task included the use of grammatical rules and all the resources





that the researchers provided. Students felt capable of developing these writings because they felt free and relaxed during these activities.

The lowest results were observed during the pre-test. The main cause for having low results in this test was that students felt restricted at the moment of working with this new method. They did not know the steps of the process of writing and wrote isolated sentences.

Finally, the researchers considered that this investigation was applied to a suitable group of students (twelfth graders). The reason behind this was that the writing skill was not practiced during their first years in high school, that is why it was important for them to reinforce this skill during this time so they can use it when they enter their professional or superior field of studies where it is needed.

## 5.2 RECOMMENDATIONS

The research helped the investigators to analyze themselves within the educational area and grow as human beings. Thus, diverse recommendations are shared with the readers for future investigations.

Although the investigation presented good results, it is important to recommend that this project should be applied during a longer period of time. This means, even when this project had positive results, it will be interesting to know what would happen if the method is applied during an entire year of classes. Also, for further application it should be important to consider the students' schedule in the high school in order to apply the method without any interruptions.



Taking into consideration the gained experience the researchers would like to suggest that in all educative institutions, teachers must focus on the students' needs since they are the students' model and guides. Students have different ways of learning and express their interests, but the teacher's goal is to prepare suitable material to contribute for the students' progress. In this way, both students and teachers could have a meaningful teaching-learning process together.

Moreover, the researchers recommend that the writing skill (as the other skills) in the English area should be developed in order to make students use that knowledge in real situations. An important fact which needs to be remarked is that this skill could be part of the learning process from the first years of study. It may help them not only in the educational field but in every-day life.

To achieve the attention of the students for the applied method or any other, the researchers of this project recommend that there should be a general introduction of the method. Thus, students could feel even more interested in the new way of teaching. For example, power point presentations and triptyches about the method can be used.

In order to create confident students of writing, the researchers recommend making students participate in activities where they construct the language by writing as much as they can. Then, the teacher can collaborate with them by giving feedback and congratulating the students' effort.



To get better results in the writing skill during tests, it is recommended that the institution include in its internal curricular plans the teaching and practice of some techniques and strategies from the beginning of their English studies. By doing this, students could feel confident to express their opinions in their writings (adapting the main topics in the books with the students' real contexts).

Finally, it is also recommended that teachers from this institution, or any other educational center, who want to work with TBLT, should investigate this method consciously and deeply. Since the researchers realized that students felt eager to work with the method, the opportunities for a study based on real tasks should never end because it gives learners the opportunity to solve authentic situations while using the English language.



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## Appendices

### Appendix 1: Criteria for Evaluating Teacher Performance

Criteria to be evaluated	YES	NO	COMMENTS
Does the teacher engage students into the topic?			
Does the teacher motivate students?			
Does the teacher demonstrate knowledge of the subject?			
Does the teacher have extra material, which is not included in the student' book?			
Does the teacher use appropriate materials?			
Does the teacher follow a coherent sequence for teaching?			
Does the teacher make students participate actively?			
Is the teacher an active participant?			
Does the teacher give the same opportunities of participation during the process?			
Does the teacher use appropriate tone of voice for each student's pace of learning?			



## Appendix 2: Writing Self-Assessment Questionnaire

1. CAN YOU WRITE SENTENCES USING SIMPLE PRESENT?

MARK WITH AN "X" THE LEVEL YOU CONSIDER YOU HAVE:

Advanced	High Intermediate	Intermediate	Elementary	Beginner

2. CAN YOU WRITE SENTENCES USING SIMPLE PAST?

MARK WITH AN "X" THE LEVEL YOU CONSIDER YOU HAVE:

Advanced	High Intermediate	Intermediate	Elementary	Beginner

3. CAN YOU WRITE SENTENCES USING THE FUTURE TENSE?

MARK WITH AN "X" THE LEVEL YOU CONSIDER YOU HAVE:

Advanced	High Intermediate	Intermediate	Elementary	Beginner

4. CAN YOU WRITE SENTENCES USING THE PROGRESSIVE TENSES?

MARK WITH AN "X" THE LEVEL YOU CONSIDER YOU HAVE:

Advanced	High Intermediate	Intermediate	Elementary	Beginner



5. CAN YOU WRITE SENTENCES USING THE PERFECT TENSES?

MARK WITH AN "X" THE LEVEL YOU CONSIDER YOU HAVE:

Advanced	High Intermediate	Intermediate	Elementary	Beginner

6. CAN YOU WRITE A PARAGRAPH FROM 3 TO 5 LINES?

MARK WITH AN "X" THE LEVEL YOU CONSIDER YOU HAVE:

Advanced	High Intermediate	Intermediate	Elementary	Beginner

7. CAN YOU WRITE A PARAGRAPH FROM 6 TO 10 LINES?

MARK WITH AN "X" THE LEVEL YOU CONSIDER YOU HAVE:

Advanced	High Intermediate	Intermediate	Elementary	Beginner

8. CAN YOU WRITE A PARAGRAPH FROM 10 LINES OR MORE?

MARK WITH AN "X" THE LEVEL YOU CONSIDER YOU HAVE:

Advanced	High Intermediate	Intermediate	Elementary	Beginner



### Appendix 3: Diagnostic Test (3 BGU)

Name: \_\_\_\_\_ Group: \_\_\_\_\_ Date: \_\_\_\_\_

**1. - Choose the correct option to replace the personal pronoun or the noun in each sentence.**

*Example: She (Peter/ Mary) likes ice-cream.*

1. He ( Juan / Betty) opens the door.
2. Sandra y Francis (They /We) wear blue shoes.
3. Mr. Jones ( He / She)watches films.
4. Charles and I (We / You) play volleyball.
5. She (Belen / My father) does the housework.

**2.- Unscramble the following questions in the Present Simple Tense:**

*Example: Mary / Does / speak / English / ?*

Does Mary speak English?

1. - James / football/ like/ Does /?

\_\_\_\_\_

2.- take / a shower / ? / Do / you/ usually

\_\_\_\_\_

3.- my brother / ? / Does / study

\_\_\_\_\_

4.- the police/ help / the children / Does / ?

\_\_\_\_\_

5.- send / Do / e-mails / you / ? / everyday

\_\_\_\_\_



**3.- Fill in the gaps with the correct form of the verb to be - *am, is, are* in capital letters.**

*Example: Am I studying?*

1. \_\_\_\_ Jane and Alice sisters?
2. \_\_\_\_ this car yours?
3. \_\_\_\_ I in your way?
4. \_\_\_\_ you twenty-five years old?
5. \_\_\_\_ this your new bicycle?

**4.- Circle the correct option in each sentence.**

*Example: Would you like a / an drink?*

1. I've finally got **a / an** good job.
2. Mary is training to be **a / an** engineer.
3. John is **a / an** Englishman.
4. John is **a / an** doctor.
5. He wants to be **a / an** dancer.

**5.- Choose the correct option.**

*Example: Who is your best friend?*

*What – Who – Why – When*

1. \_\_\_\_ is the concert?  
What – Who – Why – When
2. \_\_\_\_ is Cristiano Ronaldo from?  
How – When – Where – Why
3. \_\_\_\_ are you so happy? Because I'm getting married!  
When – How – What – Why
4. \_\_\_\_ is your brother? Is he still sick?  
Why – How – Where – What
5. \_\_\_\_ are you late? Because the traffic is horrible!  
Where – When – Why – How





**6.- Put the verb in brackets in the correct form to make different form of the Present Continuous Tense.**

**Example:** Where **are we going** ( we go )tonight?

1. What \_\_\_\_\_ (you do) tonight?
2. Jack and Peter \_\_\_\_\_ (work) late today.
3. Silvia \_\_\_\_\_ (not cook) to music.
4. Maria \_\_\_\_\_ (watch) TV.
5. How many other students \_\_\_\_\_ (you study) with?


**7.- Look at the words in bold and write if they are countable or non-countable. Then, select the correct type of question in each case and write *How much?* or *How many?***

**Example:** The **children** are playing in the garden. Countable / How many?

- 1.- I don't like **milk**.  
\_\_\_\_\_
- 2.- **Scientists** say that there are a lot of pollution.  
\_\_\_\_\_
- 3.- There are three **windows**.  
\_\_\_\_\_
- 4.- The **bread** is delicious.  
\_\_\_\_\_
- 5.- I like orange **juice**.  
\_\_\_\_\_



## Appendix 4: Pilot Test 1

 <p>UNIDAD EDUCATIVA LA INMACULADA</p>	<p><b>PILOT TEST</b></p> <p><b>3<sup>BGU</sup> GROUP 1</b></p>
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

### 1. Complete the following information (5 points)

a) How do we form the Present Perfect Tense?

\_\_\_\_\_

b) What is the contraction of have?

\_\_\_\_\_

c) What is the contraction of has?

\_\_\_\_\_

### 2. Write True (T) or False (F) (5 points)

a) I **has** had a fight with a friend. ( )

b) Sophie **has** ridden a camel. ( )

c) Charlie and Peter have **eated** chicken. ( )

d) The family **have** cried during a romantic movie. ( )

e) My cousin **hasn't** sent a text message. ( )

### 3. Complete with the correct expression of time in the present perfect tense (5 points)

a) Frank has lived in Brazil \_\_\_\_\_ seven years.

b) We have taught at this college \_\_\_\_\_ last Tuesday.

c) Amanda hasn't been married \_\_\_\_\_ 2013.

d) They have worked in the company \_\_\_\_\_ 2 o'clock.

e) My teacher hasn't studied at the hotel \_\_\_\_\_ a week.



4. Complete the chart (8 points)

Infinitive	Simple Past Tense	Past Participle Tense
Go		
Swim		
Meet		
Run		
Fly		

5. Use the Past Participle Tense of the verbs above to write a paragraph about yourself and answer the question: What have you done in your last holiday? (5 points)

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## Appendix 5: Pilot Test 2

 <p>UNIDAD EDUCATIVA LA INMACULADA</p>	<p><b>TEST</b> <b>LESSON 2</b> <b>3<sup>RD</sup> GROUP 1</b></p>
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Look for the past participle of the verbs in the wordsearch and write it down. (5 points)

m	u	w	s	c	b
t	n	w	t	l	e
h	e	l	o	a	c
g	l	w	p	s	o
u	l	l	p	s	m
o	a	o	e	i	e
h	f	v	d	n	o
t	h	o	u	g	t

• swim <u><b>SWUM</b></u>	• lend _____
• think _____	• become _____
• stop _____	• fell _____

2. Circle the correct sentence in each pair, use the boiled words as keys. (3 points)

- a. Computers **were** around since 1940s.

b. Computers **have been** around since 1940s.
- a. I haven't heard from you **since** over a week.


b. I haven't heard from you **for** over a week.
- a. The first mobile phone **was** created in the early 1920s.

b. The first mobile phone **has been** created in the early 1920s.



3. Complete the dialogues (Past Simple vs. Present Perfect) with the information from the box; use the key words in boiled. (9 points)

A FAMOUS SINGER

Juan F. Velasco	1999	2007	2008
	<b>Create</b> his first music album.	<b>Been</b> nominated to the Latin Grammy.	<b>Won</b> the best songwriter category in the Latina Magazine.

1. When \_\_\_ he \_\_\_\_\_ his first music album?

He created his first music album in \_\_\_\_.

2. Has he \_\_\_\_\_ nominated to the Latin Grammy?

Yes, \_\_\_\_.

2. \_\_\_ he won the best songwriter category in the Latina Magazine in 2009?

\_\_\_\_, he \_\_\_\_.

4. Match with the correct form of the verb and fill in the blanks.(6 points)

to buying

1. She has gone to the post office \_\_\_\_\_ some stumps.

to buy

to eat

2. We have decided to avoid \_\_\_\_\_ junk food.

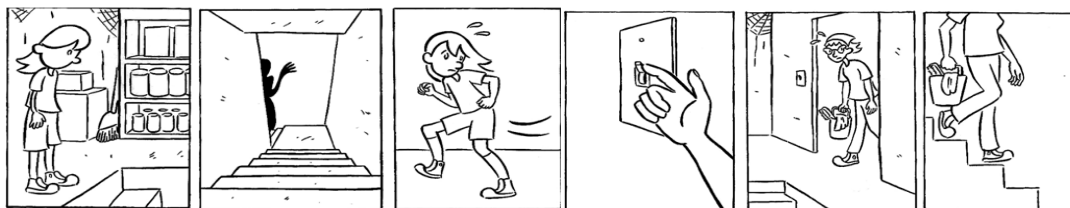
Eating

to cook

3. My sister and her friends love \_\_\_\_\_cup-cakes.

Cooking

5. Look at the pictures and make up a story.(5 points)



*One day, there was a girl who ....*

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## Appendix 6: Pre-Test

 <b>UNIDAD EDUCATIVA LA INMACULADA</b>	<b>TEST</b> <b>LESSON 1</b> <b>3<sup>BGU</sup> GROUP 1</b>
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

### 1. Complete the following statements (5 points)

- a) We form the Present Perfect Tense with \_\_\_\_\_/ \_\_\_\_\_ + the past \_\_\_\_\_ of the verbs.
- b) The contraction of have is \_\_\_\_\_
- c) The contraction of has is \_\_\_\_\_

### 2. Write True (T) or False (F) (5 points)

- a) I has had a fight with a friend. (    )
- b) Sophie has ridden a camel. (    )
- c) Charlie and Peter have eated chicken. (    )
- d) The family have cried during a romantic movie. (    )
- e) My cousin hasn't sent a text message. (    )

### 3. Circle the correct option (5 points)

- a) Frank has lived in Brazil **for/since** seven years.
- b) We have taught at this college **since/for** last Tuesday.
- c) Amanda hasn't been married **for/since** 2013.
- d) They have worked in the company **since/for** 2 o'clock.
- e) My teacher hasn't studied at the hotel **for/since** a week.



4. Complete the chart (10 points)

Infinitive	Simple Past Tense	Past Participle Tense
Go		
		Swum
	Met	
		Run
Fly		

5. Use the Past Participle Tense of the verbs above to write a paragraph about yourself and answer the question: What have you done in your last holiday? (5 points)

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## Appendix 7: Post-Test

 <p><b>UNIDAD EDUCATIVA LA INMACULADA</b></p>	<p><b>TEST</b> <b>LESSON 2</b> <b>3<sup>RGU</sup> GROUP 1</b></p>
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Look for the past participle of the verbs in the wordsearch and write it down. (6 points)

m	u	w	s	c	b
t	n	w	t	l	e
h	e	l	o	a	c
g	l	w	p	s	o
u	l	l	p	s	m
o	a	o	e	i	e
h	f	v	d	n	o
t	h	o	u	g	t

2.  
Circ  
le  
the

correct sentence in each pair. (3 points)

• swim <u>SWUM</u>	• lend _____
• think _____	• become _____
• stop _____	• fell _____

- a. Computers were around since 1940s.

b. Computers have been around since 1940s.
- a. I haven't heard from you since over a week.


b. I haven't heard from you for over a week.
- a. The first mobile phone was created in the early 1920s.

b. The first mobile phone has been created in the early 1920s.



3. Complete the dialogues (Past Simple vs. Present Perfect) with the information from the box. (9 points)

A FAMOUS SINGER

Juan F. Velasco	1999	2007	2008
	<b>Create</b> his first music album.	<b>Been</b> nominated to the Latin Grammy.	<b>Won</b> the best songwriter category in the Latina Magazine.

1. When \_\_\_\_\_ he \_\_\_\_\_ his first music album?

He created his first music album in \_\_\_\_\_.

2. Has he \_\_\_\_\_ nominated to the Latin Grammy?

Yes, \_\_\_\_\_.

3. \_\_\_\_\_ he won the best songwriter category in the Latina Magazine in 2009?

\_\_\_\_\_, he \_\_\_\_\_.

4. Match with the correct form of the verb and fill in the blanks.(6 points)

for to  
buy

1. She has gone to the post office \_\_\_\_\_ some  
stumps.

to buy

to eat

2. We have decided to avoid \_\_\_\_\_ junk food.

eating

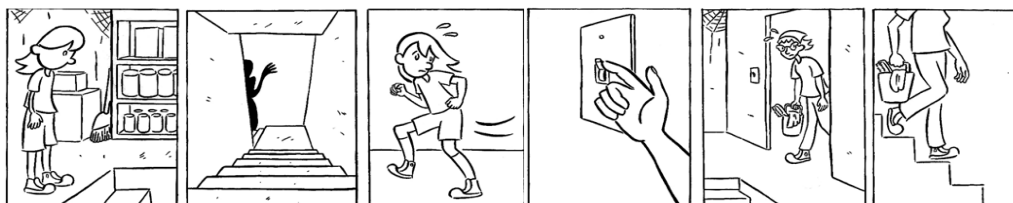


to cook

3. My sister and her friends love \_\_\_\_\_cup-cakes.

cooking

5. Look at the pictures and make up a story.(5 points)



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## Appendix 8: Survey

 <b>UNIVERSIDAD ESTATAL DE CUENCA COLCHA – ESPINOZA</b>	<b>SURVEY TBLT METHOD UNIDAD EDUCATIVA LA INMACULADA 3<sup>BOU</sup> GROUP 1</b>
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1.\_How did you feel working on the new method?

Bored ☐                      Excited ☐                      Same as previous method ☐

2.\_Mark with an X on the percent you consider you have learned:

0 % ☐                      25% ☐                      50% ☐                      75% ☐                      100% ☐

3.\_Mark with an X from 1 to 5 which was your experience working on the materials provided by the new teachers.

1 (poor)                      2 (regular)                      3(good)                      4(very good)                      5 (excellent)

1 ☐                      2 ☐                      3 ☐                      4 ☐                      5 ☐

4.\_How was your experience working with the new teachers? Was it good or bad? Please, give a short explanation.

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5.\_Please, give any suggestion you have for the teachers who you were working with:

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**Appendix 9: Rubric for the Teachers' interview**

Teacher's name: \_\_\_\_\_

1.- Did you know what TBLT (Task-Based Language Teaching) method is, before the application of it?

2.- What is your point of view about students' level in the writing skill?

3.- Do you consider students' have a progress after the application of TBLT method?

4.- Would you like to work with TBLT method?

5.- Do you recommend this method for further applications?



## Appendix 10: Writer's Notebook Rubric

Student: \_\_\_\_\_ Date: \_\_\_\_\_

### Writer's Notebook Rubric

<b><i>Categories</i></b>	<b><i>Grade</i></b>
<b>QUALITY</b>	/1
<b>QUANTITY</b>	/1
<b>NEATNESS</b>	/1
<b>SPELLING &amp; PUNCTUATION</b>	/2

## Appendix 11: Class Photographs







